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Directorate of Distance Education

M.A. [Education]

IV - Semester

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TEACHER EDUCATION

Authors:
Ajith Kumar C, Assistant Professor, School of Education, IGNOU
Units (1.0-1.3, 1.5-1.9, 2, 11.2, 11.5)
Dr. Harish Kumar, Associate Professor in AIE, Amity University, Noida
Units (1.4-1.4.2, 3, 5, 7.2.5, 7.4, 8, 14)
Dr. Harish Kumar, Associate Professor in AIE, Amity University, Noida
Dr. Shruti Kant Pandey, Assistant Professor, Amity Institute for Sanskrit Studies and Research
Units (7.2-7.2.4)
JC Aggarwal, Former Deputy Director of Education, Delhi Administration
Units (10.3.5, 11.4, 12.3)
Dr. Niradhar Dey, Assistant Professor, School of Education, Indira Gandhi National Open University, Maidan Garhi,
Unit (6.3)
Vikas® Publishing House: Units (1.4.3, 4, 6.0-6.2, 6.4-6.9, 7.0-7.1, 7.3, 7.5-7.9, 9, 10.0-10.2, 10.3-10.3.4, 10.3.6, 10.4-10.8, 11.0-11.1, 11.3, 11.6-11.10, 12.0-12.2, 12.4-12.9, 13.0-13.1, 13.2-13.2.1, 13.3-13.8)

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SYLLABI-BOOK MAPPING TABLE

Teacher Education

Syllabi	Mapping in Book
BLOCK I: DEVELOPMENT OF TEACHER EDUCATION, CURRENT STATUS AND TECHNIQUES FOR HIGHER EDUCATION **UNIT 1: Teacher Education:** Basic Concepts, Aim, Need for Training, Need for Education of Teacher and Scope of Teacher Education, Teacher Education in a Changing Society: A brief Industrial Perspective of the Teacher Education in Indian Context, Basic Features of Teacher Education in India. **UNIT 2: Development of Teacher Education:** Development of Teacher Education in India from Ancient Period, Medieval Period, Buddhist Period, Mogul Period, British Period to Post-Independence Period. Needs of the Learners, Educational System and the Teacher Education Programme. **UNIT 3: Current Status of Teacher Education:** The Current Teacher Education System in India: Analytical Study and Critical Appraisal of the Recommendations of Various Commissions and Committees of the Post-independence Era for Teacher Education. **UNIT 4: Techniques for Higher Learning:** Conference Technique, Seminar Technique, Symposium Technique, Workshop Technique, Panel Discussion Technique, Group Discussion Technique, Advantages and Disadvantages of the Techniques.	
BLOCK II: STRUCTURE, NORMS, GUIDELINES AND AGENCIES OF TEACHER EDUCATION PROGRAMMES **UNIT 5: Structure of Teacher Education:** Aims, Objectives and Teacher Education Curriculum at Different levels of Education viz. Pre-primary, Primary, Secondary and Higher level. Salient features – Relevance Flexibility Integration and Interdisciplinary. **UNIT 6: Norms and Guidelines:** Norms and Guidelines for Teacher Education at Different Stages. - Appraisal of Current Curricula and Reforms Proposed by N.C.T.E. and N.C.E.R.T. for Different levels. -Levels and types of Teacher Education Courses. **UNIT 7: Teacher Education Programmes:** In-Service Training Programme, Pre-Service Training Programme, Distance Education Programmes, Orientation and Refresher Courses, Advantages their Problems and Limitations. **UNIT 8: Agencies of Teacher Education:** Roles and Scope of Teacher Education agencies. International level – U.N.E.S.C.O., National level - U.G.C., N.C.E.R.T., I.A.S.E., C.A.S.E, State level — S.C.E.R.T., D.I.E.T.	
BLOCK III: CURRENT PROBLEMS OF TEACHER EDUCATION TEACHING MODELS AND TEACHING PROFESSION **UNIT 9: Current Problems in Teacher Education:** Current Problems of Teacher Education Institutions: Teacher Education and Problems of Practicing Schools. - Community and other Institutions - Preparation of Teachers for Special Schools - Teacher's Curricula and its Implementation. **UNIT 10: Teaching and Teaching Models:** Nature, Definition, Characteristic, Fundamental Elements of Teaching, and Principles of Teaching. Model of Teaching – Concept attainment Model, Inquiry Model, Social Interaction Model, Taba Model, Creative Teaching Model, Information Process Model and Instructive Thinking Models.	

UNIT 11: Teaching as a Profession: Roles, Responsibilities and Accountability of Teachers, Professional Organization of Teachers at Various Levels of Education, Performance Appraisal of Teachers – Issues and Problems, Preparation of Professional and Personal Teaching Profession in Future.

BLOCK IV: TEACHER EFFECTIVENESS, ORGANIZATIONAL BEHAVIOUR AND RECENT RESEARCH IN TEACHER EDUCATION

UNIT 12: Teacher Effectiveness: Concept of teacher Effectiveness, Evaluation of Teacher Effectiveness, Procedures for Evaluation, Tools for Evaluating the Teacher Effectiveness and Evaluation Related Problems in the Context of each - Qualities of a Good Teacher – Cognitive, Affective and Psychomotor.

UNIT 13: Organizational behaviour: Introduction to Organizational Behavior Meaning and Objectives of Organizational Behaviour, School as a Social System Interpersonal Interaction Communication in the Organization

UNIT 14: Recent Research in the area of Teacher Education: Research in India, Research on Teacher Behaviour, Personal Variables, Content Variables, Strategies Variable and Situational Variables.

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INTRODUCTION

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Education is the backbone of a nation. It is the standard of education that determines the progress of a country and the society at large. For sustainable growth and development of quality education at all levels—primary, secondary as well as higher education—teacher education is a must. Teacher education is, of course, at the base of all educational systems. The quality and nature of teacher training determines the nature and success of an educational system. So, it is necessary for the aspiring teachers to improve their professional qualifications. It does not matter whether they receive formal or informal training.

This book, *Teacher Education*, lays emphasis on the importance of teacher education, and shows how teaching has been accepted as a profession over the ages. It portrays how the role of a teacher has changed in the twenty-first century. This book also deals with how teachers can be prepared for teaching and keeping themselves abreast in the latest techniques and methods of teaching.

The book is divided into fourteen units that follow the self-instruction mode with each unit beginning with an Introduction, followed by an outline of the Objectives. The detailed content is then presented in a simple but structured manner interspersed with Check Your Progress questions to test the student's understanding of the topic. A Summary along with a list of Key Words and a set of Self Assessment Questions and Exercises is also provided at the end of each unit for recapitulation.

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BLOCK - I
DEVELOPMENT OF TEACHER EDUCATION, CURRENT STATUS AND TECHNIQUES FOR HIGHER EDUCATION

UNIT 1 TEACHER EDUCATION

Structure

1.0 INTRODUCTION

A teacher basically is one who delivers an educational programme, gives instructions based on certain prescribed syllabus, guides students in achieving their objectives as desired by the aim of education, helps in tackling problematic situations, develops curricular and extracurricular skills and helps the students to develop an integrated personality to cope up with the changing demands of the society.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviour and skills they require to perform their tasks effectively in the classroom, and wider community. National Council for Teacher Education (NCTE), an apex body controlling teacher education programmes in the country, defined teacher education as ‘a programme of education, research and training of persons to teach from pre-primary to higher education level’. According to *Goods Dictionary of Education*, teacher education means all the formal and non-formal activities and experiences that help to qualify

a person to assume responsibilities of a member of the educational profession or to discharge his/her responsibilities more effectively. This unit discusses the basic concept, aim, significance, features, and scope of teacher education and evaluates it through industrial perspective.

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1.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the basic concepts, aim and need for teacher education
- Explain teacher education in a changing society
- Discuss the basic features of teacher education in India

1.2 BASIC CONCEPT

Some of the qualities of a teacher include:

- Passion for teaching
- Clear objectives for lessons
- Good communication skill
- Effective classroom management styles
- In depth knowledge of subject matter
- Patience and confidence
- Dedication
- Love for their subject
- Flexibility and tolerance
- Creativity and humour

A close analysis of the qualities of teacher reveals that teaching is a complex process and, therefore, teachers should be trained from time-to-time. Before describing the nature of teacher training, let us try to understand the meaning of teacher education in detail.

According to UNESCO (2005), teacher education 'addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers'.

Teacher education generally includes four elements—improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely.

Also, teacher education institutions have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Teacher education institutions serve as key change agents in transforming education and society, so such a future is possible.

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Teacher education institutions:

- Provide ample knowledge and educate new teachers
- Provide professional development for practicing in-service teachers by updating their knowledge and skills
- Create teacher education curriculum which suits national goal
- Initiate research works related to the area concerned
- Contribute to textbooks
- Provide expert advice to local schools upon request
- Provide expert opinion to provincial and national ministries of education
- Educate and certify headmasters, principals, and other school administrators

Teacher education helps teachers to increase their competence and proficiency to meet the professional challenges and professional requirements. Different countries provide teacher education programmes at different levels. For example, teacher education for primary teachers, secondary teachers or higher secondary teachers, teacher education programmes for physical education teachers, music teachers, and art teachers. Generally, any teacher education programme includes three different levels as given below:

- Initial teacher training/education (a pre-service course before entering the classroom as a fully responsible teacher)
- Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school)
- Teacher development or continuing professional development (an in-service process for practicing teachers)

Teacher education programmes generally includes the following functions:

- Acquiring, organizing, producing and using a wide range of materials for research-oriented teaching and learning
- Applying the theoretical bases of education to the practice of teaching
- Assessing and evaluating learning progress and personal development
- Communicating and interacting effectively with people in a variety of learning environments to provide meaningful learning experiences
- Meeting the requirements of students and providing feedback to parents and other professionals

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Generally, teacher education encompasses the following components as shown in Figure 1.1.

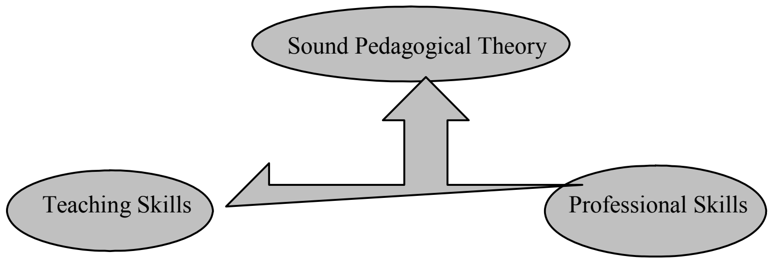


Fig. 1.1 *Components of Teacher Education*

Meaning

Given below are the meanings of these components:

- **Teaching skills:** While a teacher is teaching, he/she makes many tactics and strategies such as introducing the lesson, asking questions in between, giving reinforcements to gain students' attention. It is the duty of the teacher to internalize these skills which would help them to handle the teaching-learning process better. So, teacher education would include imparting training and practice in the techniques and strategies that would help teachers to plan, to impart instructions and conduct assessments effectively. Through training, the teachers also learn effective classroom management skills, use of instructional materials and good communication skills.
- **Sound pedagogical theory:** The second component of teacher education is the sound base of various philosophical, psychological and sociological theories which have great impact in teaching-learning process. A teacher is expected to know the sociological theories behind teaching-learning, philosophical theories (for example, naturalist and pragmatist) various psychological theories like reinforcement theory, and theories of learning. Therefore, pedagogical theory is based on psychological, philosophical and sociological aspects that would help teachers to have a sound basis for using teaching skills in the classroom.
- **Professional skills:** This includes strategies, techniques and approaches that will help teachers to improve and grow in their profession and at the same time, help the profession of teaching grow. Soft skills, computer skill, counselling skills, management skills, and interpersonal skills are part of teacher education.

Teacher education is a combination of the three components mentioned above, which after better training help teacher educators to develop the right kind of skills, beliefs, calibre, attitude and other skills required to become a better teacher. Hence, teacher education can be treated as formula containing three terms, i.e.,

Teacher education = Teaching skills +

Pedagogical theory + Professional skill.

Nature

We have studied the concept of teacher education. In teacher education, focus is on giving training to students in core components such as teaching skills, pedagogical theories and professional skills. Unlike any other professional programmes, teacher education has its own procedures and nature. They are:

- Teacher education programmes are continuous in nature, which means it starts with orientation followed by practice session, and finally, updation of the skills developed as part of the training programme. Generally in India, teacher training programmes are conducted for one year and then service programmes are conducted while they are in service.
- Teacher education is broad and comprehensive in nature. It includes pre-service, in-service and other extension activities such as community involvement programmes, adult education programmes and other non-formal education activities. The depth and objective of each programme varies and finally prepares a worthy teacher.
- Teacher education is dynamic and ever-evolving. The role of teachers in the tenth century was entirely different from that of a teacher in the twenty-first century in terms of style, method and procedure, and aims. Skills and capabilities of tenth century teacher will not be sufficient to meet the demands of the twenty first century. Hence, teacher education programmes are dynamic in its objectives, methods, programmes and its style of execution.
- Teacher education is both an art and science. Teacher education moulds prospective talented teachers through scientific mode of professional training programmes. Hence, teacher education programmes are considered both an art and science.
- Teacher education has well designed curriculum, structure organization and transaction styles. These components are the crux of teacher education.
- Teacher education is based on the theory that teachers are made and not born, in contrary to the assumption that teachers are born, not made. In present scenario, teachers are made and not born. Previously, students who had passion for teaching took up the job of a teacher, but today any one with/without passion can get a teacher education degree.
- Teacher education's curriculum has sound meaningful theoretical bases which suits the practical situations at a later stage. These theoretical bases are derived from various psychological, sociological and philosophical theories on education.
- Teacher education is now divided into stage-specific programmes. This means that knowledge base is divided across various stages which could

be developed effectively to prepare entrant teachers to perform their duties as expected.

- Teacher education unlike in other systems has a three phase interrelated and interdependent components, namely, inputs, processes and outputs. Input being the theoretical base, process being the training programmes and output being the development of worthy teachers useful for the society.

1.2.1 Aim of Teacher Education

Teacher education programmes are carried out to provide wide range of objectives at various levels starting from pre-primary to higher secondary. Pre-primary teacher education focuses on pedagogical aspects and on how to deal with the psychological development of elementary students. The complexity of both these concepts increases and are dealt in teacher education programmes for higher secondary students.

A dedicated teacher community has to be developed who will be responsible to the students and to the nation as a whole. These teachers must develop the calibre to prepare students to be able to fight and exist in the over complicated twenty first century. Keeping these points in view, following are the objectives of teacher education:

- It is done to develop sound knowledge in psychological, sociological and philosophical aspects of education at various levels.
- It is done to provide necessary support services to teaching-learning process as a whole.
- It is done to provide adequate opportunities to observe, engage with students and to communicate with children.
- It is done to provide opportunities for assimilation and articulation of new ideas, develop capacity for self-learning, increase the ability to think and be self-critical and be able to work in groups.
- It is done to provide opportunity for self-analysis and self-understanding, flexibility, creativity, innovation and motivation.
- It is done to provide opportunity to comprehend, understand and apply the knowledge in different situations.
- It is done to provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.
- It is done to create better understanding of the student. Teacher training is a must as it enables the potential teacher to understand the student better. The knowledge of educational psychology helps the teachers in dealing with children scientifically. Untrained teachers not familiar with the subject may create problem children in the school.

- Teacher training builds confidence in the potential teachers. A trained teacher can essentially face the class with confidence. He/she is not timid or shy and can tackle many odd situations and does not avoid problematic situations.
- Through training, the future teacher become familiar with the methodology of teaching. Student teachers gets essential knowledge of methods required for a particular subject to be able to teach with flair and in an innovative style.
- It builds favourable attitude and helps in building favourable attitude towards teaching profession. During the course of training, many doubts of the teacher trainee's stand removed. It results in creation of love and respect for teaching profession.
- Teacher training programmes familiarizes the future teachers with all that is latest in education. An attitude of research and experimentation is attempted to be created in them.
- It makes the students familiar with school organisation. During the course of training, the teacher trainees are familiarized with the organisation and administration of the schools. It is of immense use to them in later life.
- It creates social insight. Teacher training is must as it is required to teach the teachers to live a community life. Training is essential to create social insight in them.
- Training improves the standard of the student teachers. A trained teacher can be a great help in improving the quality of education and also in checking wastage.
- Training is a must to produce teachers who can teach with zeal and zest and can strengthen the democratic set up of the country. Training is required not only with the sole aim of making one a good teacher but also making him/her a good citizen.

1.2.2 Need for Training

The words 'teacher education' and 'teacher training' have been used interchangeably. Is there any change in the meaning of the words? What is the difference in the words? Let us reflect on this concept and then move on to the development of teacher education programmes.

The term teacher training is being used traditionally since a long time for all teacher preparation programmes. Literally, training is a 'well-organized activity with objective of imparting clearly set instructions or pre-decided activity to improve the receiver's performance or make them to achieve certain level of knowledge or specified skill'. Training is the continuous activity provided to individuals/group to increase productivity and enhance performance of the people concerned. Training

is learning of specialized skills to perform certain specified tasks. For example, carpentry is specialized activity which requires trained skills to perform and succeed in carpentry works.

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Training basically improves the performance of special skills and, therefore, different training methods exist, namely:

- **Orientation training:** To impart basic knowledge of task selected
- **Safety training:** To understand methods in safety measures
- **Promotional training:** To internalize knowledge for higher posts
- **Refresher training:** To get knowledge in latest trend in the job
- **Job training:** To understand the special skills needed for a job
- **Remedial training:** To overcome the deficiencies needed for particular job
- **Internship training:** To get practical knowledge in the job selected

From the different types of training it is understood that any profession or job requires special skills and techniques to perform at the desired level. To succeed in any kind of job, an employee or a person needs to be trained in the skills needed especially for that kind of job. In teacher training, the traditional style was to impart knowledge in instructional method of teaching.

The main component of any teaching-learning process is the way of instructional styles followed. As we know, in ancient India, the style of education was concentrated on oral method, which implies teachers had to be proficient in oral method of teaching. Oral method of teaching requires the oral skill of explaining the subject content. In this regard, traditional teacher education programmes focused on imparting skills of oral instruction and, hence, teacher education programmes was traditionally known to be 'teacher training'.

Although people outside the education field may use teacher education and teacher training interchangeably, education theorists distinguish the terms clearly. In the context of teacher preparation, training corresponds to learning real-life classroom skills while education refers to more abstract knowledge about modes of learning and instruction. When referring to the process of preparing future teachers, education specialists find 'teacher education' more consistent with the idea of developing versatile, reflective practitioners with a wealth of professional knowledge. The two terms are explained in details below:

- **Training**: In education theory, training refers to acquisition of concrete skills for meeting specific goals in a real-life applied situation. This often includes 'closed skills', like typing or juggling, which have absolute ceiling on mastery or where the only way to improve the skill is to do it faster or while multi-tasking. For teachers, training might include how to maintain a grade book or calculate reading fluency scores.

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- **Education**: In contrast, education focuses on more abstract knowledge and open-ended concepts, like the ability to design factory equipment or write poetry. Open skills rely on abstract understanding and have no absolute ceiling on performance. Examples from teaching include how to design an original lesson plan or promote critical thinking. This distinction is subtle since abstract concepts can empower students to meet real-life goals, similar to training.

Furthermore, training in concrete skills can foster understanding of an underlying concept, similar to education. Some theorists distinguish education from training based on intention. Education aims to improve the mind while training aims to improve performance. In many cases, education and training go hand-in-hand.

In order to instil skills, attitude, knowledge and different styles of behavioural pattern are inculcated in the people concerned. According to this, teacher training is needed to become an effective teacher. As we discussed, teacher training concentrates on imparting training skills in oral instruction, which help teachers to carry out an effective teaching-learning atmosphere inside the classrooms.

But, the classroom scenario is experiencing a smooth and steady change. Oral instruction is being replaced with other efficient instructional strategies like integration technological instruments and other innovative delivery systems. Meanwhile, the scope of teacher education has experienced a widened scope. The scope of teacher education influenced the method of training in teacher education programmes. Slowly, the terminological term from teacher training has been replaced with 'teacher education'. At present, the teacher preparation programmes are commonly known as 'teacher education' programmes.

Teacher education is a more complex and comprehensive term which includes providing training and knowledge in many aspects such as theoretical concepts of teacher education, practical aspects of training, training of modern instructional strategies in teaching-learning process, giving variety of opportunities in student learning, understanding psychological theories, understanding modern principles of teaching-learning, use of technological instruments, participation in co-curricular activities, understanding of recent trends and developments in education and so on. Compared with the traditional teacher- training programmes, teacher education has moved ahead and is more suitable for the present scenario.

The apex body of teacher education, National Council for Teacher Education (NCTE) defined teacher education as 'programmes of education, and research on training of persons to equip them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and includes non-formal education, time education, adult education and correspondence education'.

A close analysis of this definition and the developmental stages of teacher education programmes (explained in the succeeding sections) will help us to realize that teacher education has a broader aim such as training in instructional methods plus practical application of theoretical components, understanding instructional

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strategies for various stages from pre-primary to senior secondary, in-service programmes, training through distance mode of education, correspondence style of education, part time education, and knowledge on physical education. Developing a firm understanding of these concepts will encourage effective future teachers to accomplish the aim of education and in turn will meet the national goals of the country.

Teacher education as any other professional programme must be thought of in new dimension in its scope and aim. The twenty-first century provides ample opportunities for development of all round personality even without education. Students get opportunity to reflect upon themselves in various situations. They reflect upon themselves and act accordingly. What is the role of education then? Apart from training in teacher preparation, the broad scope of teacher education includes:

- It means utilization of human resources to its maximum. Human resource includes both teacher and student. Through education, the maximum output of either category are channelized.
- It means development of human resources. In teacher education programmes the skill and calibre of student teachers is focused to bring out maximum efficiency in teaching-learning process.
- It means development of skills of student teachers and increase of productivity.
- It means maintenance of quality and efficacy.
- It means building healthy and proper work climate.
- It means developing morale among the pupils concerned.

Check Your Progress

1. Name the three components of teacher education.
2. What does pre-primary teacher education focus on?
3. What does oral method of teaching require?

1.3 NEED FOR EDUCATION OF TEACHER AND SCOPE OF TEACHER EDUCATION

Teacher education programmes depend on the constitutional framework and social requirements of the country. A country like India has developed teacher training programmes which meet the requirements at various levels that is, pre-primary to higher secondary. Curriculum and syllabus of teacher education programmes varies as per the need and requirement at these levels.

The need for teacher education is felt due to the following reasons:

- The core concern of teacher training programmes is to develop sound knowledge in subject areas at various levels. It is noticed that subject content of various subject differs from pre-primary to higher secondary. So as to develop subject knowledge, professional programmes are required. Internalizing subject knowledge helps to organize variety of learning experiences.
- Students are the core component of classroom teaching. Students' cognitive, social, physical, and emotional developmental stages must be well understood to conduct meaningful teaching-learning process. Teacher training programmes provide the necessary knowledge in these areas. This helps in academic achievement of students.
- Classroom atmosphere is a place where we meet students from varied backgrounds, caste, creed, sex, colour, religion, region, etc. Teachers should develop the skill in handling diverse group of students. Each student is unique in learning. Various learning styles of the students should also be catered to meet the learning styles of the students of a particular class.
- Teachers should develop the ability in designing instructional plans to meet the students' needs, curricular goals and models, subject matter, and community. Sound pedagogical knowledge should be developed to promote students learning, which help students in critical thinking, problem solving skills and reflection.
- Classroom environment varies at various levels of education. To meet the necessary requirement of classroom, teachers should be prepared to tackle the situations in the classroom.
- Teachers should be able to promote among students qualities like social interaction, cooperation among others, study habits and self-motivation.
- Teaching-learning process being a complex task, teachers should be well trained in adopting latest technological instruments, communication skills, non-verbal skills and written skills, which enhances the learning of students.
- Assessment is an unavoidable component in any teaching-learning process. Student learning increases by using proper assessment techniques. Teachers should be aware of the varied assessment techniques. Assessment of teaching improves both quality of teaching and learning.
- Learning helps students in developing their personality, to be active member of the society and to meet challenges. Teacher education should be channelized to meet these requirements of the students.

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- Transmission of culture of the country can happen through well-trained teachers. Teacher education should provide with the necessary skill to transmit the culture of the country.
- It should meet the educational as well as the national goal of the country.
- It should be done to develop proper professional attitudes and calibre among teaching community.

Scope of teacher education

Teacher education in India has undergone a lot of changes. Teachers have to focus on the changing global scenario. Accordingly, it is important that they have a global view of new trends, strategies and new practices which could fit into the national goals of education.

Consequently, the emerging structures and designs of the curriculum shall lay greater emphasis on the ideas, practices and experiences that have emerged in India through the contributions of thinkers like Mahatma Gandhi, Vivekananda, Rabindranath Tagore, Zakir Hussain, Sri Aurobindo, Giju Bhai and many others. Teacher education should itself transform to meet these challenges and provoke us to remove the old traditional methods of teacher education at various levels. The scope of teacher education includes the following points:

- It prepares teachers in facilitating the physical, mental, moral, social, ethical, aesthetic and linguistic development of the child by acquainting them with the knowledge of child psychology.
- It cultivates the habit of excellent caring practices in teachers to look after future student generations of the country.
- It helps to practice and organize varied learning experience which promotes creativity, motivation, and self-reflection in student community.
- It helps empower student teachers towards creating learning readiness among young learners.
- It helps acquaint student teachers in developing different methods and skills in taking care of the special needs of the children.
- Communication skills are one of the important skills of a teacher in teaching-learning process. Teacher education programmes help them to acquire strategies of communication.
- It helps come up with innovative techniques to improve the quality of teaching by conducting action researches on relevant areas.
- It helps to establish mutual supportive linkages with society, teachers, institutions and other agencies which have indirect role in students' learning.
- It helps to prepare students to become worthy members of the society and to develop the knack of socialization.

- It helps to develop the skills of counselling and guidance.
- It helps to equip them to acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- Teacher education prepares teachers to master skills and techniques to handle students at various level namely pre-primary, primary, elementary, secondary, higher secondary, physical education and education of children with special needs.

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1.4 TEACHER EDUCATION IN A CHANGING SOCIETY AND BASIC FEATURES OF TEACHER EDUCATION IN INDIA

Teachers perform a fundamental role in the enrichment of the quality of teaching. It is therefore, essential in the assessment of any educational organization to know whether there are sufficient teachers who are competent enough to teach different subjects as well as to cope with the dynamic curriculum and advancement in knowledge. It is vital to know about the facilities that are available for the growth of knowledge and enhancement of the teaching skills of teachers.

Teaching is a noble profession. Teachers are the only professionals who have to accomplish much more than any other professional. Training of the practitioners is regarded as one of the chief characteristics of a profession. Thus, a sound professional training is required for teachers to make them adept in performing their functions. Induction training and continuous education benefits the teachers. Professional training of teachers signifies their prowess in knowledge of the pedagogy and teaching methodology. Training has become more important today as there has been an unprecedented growth and technological development in the 21st century than it was in 20th century. Therefore, it has become imperative for the teachers to develop additional knowledge and skill to keep abreast with the changing times and be successful in the competitive school environment.

Education has increasingly become significant for the success of both individuals and nations. Growing evidence shows that, among all educational resources, abilities of the teachers are crucial for students' learning and consequently to the economic, social and political success of a country. Teacher Education curriculum are formulated to give some grooming not only in education but also in behavioural attributes like attitudes, motivation, perceptions, preferences, appreciation and value orientation. These attributes have to be continuously changed into appropriate curricular forms. Through these, aspiring teachers, in spite of differences among themselves, need to be effective in their tasks at least up to some comparable standards. This continues to be confronting event today and is likely to persist in the years to come.

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1.4.1 Need for a Firm Foundation in Research Techniques for 21st Century Teachers

If the 21st century teachers consider themselves as researchers and use researches to practice, then the following situation should be fulfilled by teacher education and training institutions:

- Pre-primary, primary, secondary and senior secondary categories of teachers should undergo a brief course in research method, as a part of their training that would conceptualize the work that teachers do in their day-to-day teaching practice and not just as a course to obtain a degree or diploma/ certificate.
- When prepared with the required content, research skills and their sense of understanding, teachers must be the first to begin research in the teaching-learning environment.
- Decisions taken on research in their functional setting must be for teachers to make and put into practice.
- Educational researches that are related to education—be it in the classroom or for general improvement of the overall school environment (physical infrastructure, institutional materials or methods, strategies and approaches), can be effective with the agreement of teachers (UNESCO, 1979). This can only be successfully accomplished if they are given in-depth training by the institutions.

1.4.2 Pattern of Teacher Training in India: Skills and Competencies

Student-teachers and teacher educators are the two key players in teacher education. The selection of both is very important for making successful teachers, who are responsible for the education of many across the country.

Each teacher should have the following characteristics:

- **The basic academic qualification***:* Basic education as laid down by the state education department should be followed. Thus, high school teachers should have a B.A/ B.Sc. / B.Com degree and for senior secondary, M.A. /M.Sc. / M.Com degree.
- **Professionally trained in modern method of teaching***:* A teacher should have B.Ed. from a recognized university. This entails that a teacher is well versed in the following ways:
  - o The various teaching methods in use today
  - o Lesson and unit planning
  - o Laboratory management and organization
  - o Organizing and managing co-curricular activities
  - o Maintenance and use of library

- o Preparation of instructional materials
- o Use of evaluation techniques
- o Confident in use of ICT

- **Practical knowledge of child psychology**: Teachers should be able to cater to individual differences in the class. They should be able to guide students according to their interests, capabilities and help them whenever necessary.

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Pre-Service education

The 'input' stage in the teacher education preparation process is comparable to recruitment in the profession. Candidates for the teaching programme, whether B.Ed. or D.Ed. should be selected based on a set criteria which includes content knowledge, formal and informal education accomplishment related to technology and disposition for organizing and sharing knowledge and competencies with children. Admission to the course should be highly competitive and should involve interviewing as well as competence testing. An analysis within the target region should be done to rationalize setting up of teacher training colleges by the NCTE and also to justify the recruitment process from year to year. By examining the entire development process from recruitment, through pre-service preparation, to the first two years of teaching, continuity from the beginning teachers' perspective, is enhanced, and programme excellence is fostered.

Admission policies and procedures for student teachers

Students can opt to become teachers by obtaining a B.Ed. degree after a graduate degree which they can acquire through regular courses or through distance learning programmes. For admission, it is mandatory that they fulfil the 10+2+3 requirements. However, they can after 10+2 years of schooling opt to do a primary teacher training programme which will give them a diploma in teaching. This course is of two years duration. This is conducted by DIET and self-financing institutes of education. The diploma is awarded by respective state governments.

At the graduate level, qualifying marks should be 50 per cent and qualifying an entrance exam (CET). The applicant should have studied at least two school subjects at the graduation level. It would be ideal to add mastery of subject at the B.Ed. level provided the duration of the B.Ed. course is increased. An integrated B.A. B.Ed. / B.Sc. / B.Ed. / B.Com. B.Ed. of the duration of four years after higher secondary is a good way to do this.

The Common Entrance Test (CET) does not really test the candidate's attitude towards training or aptitude for teaching. Group discussions and interviews, essay writing would enable to understand the aptitude and attitude of the applicant as well as their communication skills.

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Recruitment of teacher educators

Qualifications specified for teaching positions as per NCTE regulations are as follows:

- **Principal/Head (in multi-faculty institutions)**
  - o Academic as well as professional qualification will be as specified for the post of Assistant Professor
  - o Ph.D. in Education
  - o Teaching experience of ten years out of which at least five years of teaching experience in a Secondary Teacher Educational Institution
    - o A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.
- **Assistant Professor**

  Foundation courses
  - o Master's Degree in Science / Humanities / commerce with 50 per cent marks
  - o M.Ed. with minimum 55 per cent marks or its equivalent grade
  - o Any other stipulation specified by UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be compulsory
  - o A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.

  OR
  - o M.A. Education with 55 per cent marks or its equivalent grade
  - o B.Ed. with minimum 55 per cent marks
  - o Any other stipulation specified by UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be compulsory
  - o A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.

  Methodology courses
  - o Master's degree in subject with at least 50 per cent marks
  - o M.Ed. with minimum 55 per cent marks or its equivalent grade and
  - o Any other stipulation specified by UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be compulsory

- A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.

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Having obtained 55 per cent at M.Ed. level and 50 per cent at Master's level or 55 per cent at M.A. in Education and B.Ed. and qualified the NET/SET/SLET exam, teacher educators get eligible to apply at a College of Education. After that an interview is conducted. Successful candidates get appointed. Some institutions appoint teacher educators who don't have NET/SET qualification and therefore pay less salary.

Qualifications for M. Ed. Course

- **Professor/Head:**
  - Master's Degree in Arts / Humanities / Sciences / Commerce and Masters in Education with at least 55 per cent marks OR M. A. in Education and B. Ed. Each with at least 55 per cent marks
  - Ph. D. in Education
  - At least 10 years of experience in teaching in University department of education or College of Education, out of which at least 5 years' experience at M. Ed. level and published work in the area of specialization.
  - A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.
- **Associate Professor:**
  - Master's Degree in Arts / Humanities / Sciences / Commerce and Masters in Education each with at least 55 per cent marks.
  - Ph. D. in Education
  - Minimum 5 years teaching experience in University department of education or College of Education, out of which at least 3 years at M. Ed. Level and published work in the area of specialization.
  - A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.
- **Assistant Professor**
  - Master's Degree in Arts / Humanities / Sciences / Commerce and Masters in Education each with at least 55 per cent marks or its equivalent grade Or

  M. A. in Education and B. Ed each with a minimum of 55 per cent marks.
  - Any other stipulation prescribed by the UGC in the general norms including a pass in NET/SLET/SET shall be compulsory

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- o A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requisite.

Once again having obtained 55 per cent at M.Ed. level and 50 per cent at Master's level or M.A. Education with 55 per cent marks and B.Ed. and qualified the NET/SET exam teacher educators get eligible to apply at the University Department of Education. After that an interview is conducted and successful candidates get appointed. However, there are a lot of problems and issues in the system of teacher education. A detailed study of them and a serious thought of experimenting with the suggested solutions may help to bring a reform in the system.

Recommendations of commissions and committees

The recommendations of different commission and committees for pre-service programmes of teacher education are given in the Table 1.1.

Table 1.1 *Recommendations of Different Commission and Committees for Pre-Service Programmes of Teacher Education*

Name Committee/Board/Commission	Year	Major recommendations regarding teacher education
Hartog Committee	1929	• Primary teacher training • Lengthening the duration of training courses • Provision of adequate staff for training institutions
Central Advisory Board of Education	1943	• Duration of training programs for teachers • Two years for pre-primary and junior basic • Three years for middle school • Two years for non-graduates in high schools • One year for graduates in high school
Sergeant Committee	1944	• Need to strengthen practice teaching
Memorandum on the further action taken by the Provincial Governments on the Post-war Educational Development Report	194-47	• Emergency secondary grade training course of one year to bridge the gap between supply and demand
First Five Year plan	1950s	• Paradigm shift of teacher education as a process of total development of the individual personality
Second Conference of All India Training Colleges	1951	• Realization that teacher education had a broader canvas

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National Policy on Education	1986	• Reiterate that teacher education is a continuous process and pre-service and in-service components are inseparable
The Acharya Ramamurti Committee – Review of the NPE 1986	1990	• Need for an internship model as it is based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time
The Yashpal Committee Report Learning without Burden	1993	• The content of the programme should be restructured to ensure its relevance to the changing needs of school education. • The emphasis should be on enabling the trainees to acquire the ability for self-learning and independent thinking
NCTE	1995	• Approved norms and standards for teacher training institutions at the pre-school, elementary and secondary level
NCFTE	2009 – 10	• Guidelines for all aspects of teacher education with the focus on preparing humane teachers

Secondary Education Commission Report	1953	• Professionalism in teacher education • Reorientation of syllabus and evaluation techniques • Need to integrate subject content and transactional strategies
University Grants Commission report of the review Committee on Education	1956	• Shift in stress from secondary to primary teacher education • No untrained teacher to be recruited • Setting up of correspondence courses for B.Ed. at Regional colleges of education (1945)
Education commission Report	1964 – 66	• For those who have passed the school leaving certificate or higher secondary leaving certificate, the period of training is to be two years • For graduates, the training to be one academic year

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Education commission Report	1964 – 66	• For those who have passed the school leaving certificate or higher secondary leaving certificate, the period of training is to be two years • For graduates, the training to be one academic year
		• Training colleges to conduct research in pedagogy • Only trained graduates with three years experience to be admitted to M.Ed. courses
NCERT	1975	• Publication of curriculum framework for school education
NCERT	1978	• Publication of curriculum framework for teacher education
Chattopadhyaya Committee	1983 – 85	• The minimum length of training for a secondary teacher should be five years following the completion of Class XII • Reiterated the need "…to enable general and professional education to be pursued concurrently", • Need for an integrated four-year programme

In particular, NCFTE, 2009 has suggested the following with regard to pre-service teacher education:

- A four-year integrated programme of elementary teacher education in select state universities and all central universities, in particular via IASE and select DIETs, could be undertaken in the initial phase.
- XI Plan funding under the innovative education schemes should be canalized as a priority by the UGC to universities and select DIETs to institute four year Integrate Elementary Teacher Education Programmes.
- As an interim measure, current models of Elementary Teacher Education offered by the DIETs such as the DT. Ed. are required to redesign their courses as well as the programme structure to include the specific features and structural mechanisms proposed in the new framework in terms of curricular areas and transaction processes.
- A review of the existing DT. Ed. Programmes is commissioned and the process of redesign of the curriculum in the light of the proposed process model be completed in the next one-two years.

Roles and functions

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The following are the general functions of teacher education programmes:

- To develop Gandhian values of non-violence, truthfulness, self-discipline, self-reliance and dignity of labour.
- Sensitize towards conservation of environmental resources and life and preservation of historical emoluments and other cultural heritage.
- To play the role of an agent of social change in the community.
- Not only to act as a leader of the student community but also as a guide to the wider community.
- To be a liaison between the school and the community by employing ways and means for integrating the resources with school life.
- Develop understanding, interests, attitude and skills which will enable the teachers to foster all-round growth and development of the children under their care.
- Develop a warm and positive attitude towards the growing children and their academic, socio-emotional and personal problems.
- Develop an understanding of the objectives of student teaching in the Indian context and awareness of the role played by schools in achieving the goals of developing a democratic, secular and socialistic society.
- Develop competency to teaching on the basis of accepted principles of learning and teaching.
- Keep abreast with the latest trends in the knowledge of the subject and the techniques of teaching the same.
- Develop communication, psychomotor skills and abilities conductive for human relations that will enable the teacher to promote learning inside and outside the classroom.
- Undertake investigations and action research projects.

Pre-primary stage

Literacy should not be of concern at the pre-primary stage as it is not a stage for formal education. Learning at this stage should be through activities, play way techniques and number games. Activities should emphasize on creating social and environmental awareness. All these help to develop physical, mental and emotional maturity. Approaches in developing life skills and formation of good habits need to be addressed with great care. The main focus at this stage should be to create love for learning and for a healthy childhood by keeping in consideration the following points:

- To acquire theoretical and practical knowledge about early childhood education.

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- To develop understanding of the major principles of child growth and development with special reference to the environment of the child.
- To apply this understating and knowledge to the education of young children under the Indian conditions – rural, urban and industrial.
- To develop skills of communication such as telling stories, explaining situations etc.
- To develop skills of taking care of the physical and emotional health of young children by creating conductive environment.
- To possess skills of developing simple visual aids from waste and indigenous material.
- To understand the home environment of the children and develop an amicable home-school relationship for mutual benefit.
- To possess knowledge and develop skills providing a variety of learning experiences through the organization of musical, rhythmical and dramatic activities.
- To understand the role of school and the teacher in changing the society.

Primary stage

Elementary education has a significant contribution towards national development, therefore it occupies a significant position in the educational system. Children from different backgrounds are given admission to primary classes. It is the nursery of inculcating values such as patriotism morals, and development of appropriate behaviour and life skills. The impressions acquired during this stage often continue throughout the life.

- To make students competent in first and second languages, mathematics, and in the topics of natural and social sciences.
- To develop skills in selecting, organizing and identifying learning experiences for teaching the above subjects in formal and informal situations.
- To develop enough theoretical and practical knowledge of health, physical and recreational activities, art and music and skills for conducting these activities.
- To develop an understanding of the psychological principles underlying the growth and development of the children between the age group 6 to 14 years.
- To acquire theoretical and practical knowledge about childhood education, including integrated teaching.
- To develop understanding of learning principles that helps in promoting cognitive psychomotor and attitudinal learning.

- To understand the role of home, peer group and the society in shaping the personality of a child, and help develop an amicable home-school relationship for mutual benefit.
- To understand the role of a school and a teacher in the society.

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Secondary stage

Contemporary India has taken a fresh and more significant look at the role of education in the overall national development. The goals of education is based on the national goals of development that is, development of the human resource. The development of human resources is possible through a well-organized programme of teacher education. Hence, the following objectives have been set:

- To maintain the continuity of elementary education and to prepare student teachers for appropriate selection of subjects at the senior secondary stage and as well study different courses.
- To empower the pre-service teachers to adopt disciplinary approach in teaching, and to develop interest among student teachers in such studies.
- To enable student teachers to understand the implications of liberalization, privatization, globalization (LPG) free market, W.T.O. and outsourcing on education and adopt precautionary measures against their negative effects.
- To prepare them in the use of ICT, its advantages, disadvantages and safety measures.
- To curtail cultural and educational gap between affluent and poor schools by adopting suitable educational approaches.
- To develop love and a sense of national pride among pre-service teachers for Indian culture, and its contribution to the world.
- To enable them to develop teaching competencies and performance skills for the subjects they have to teach using appropriate aids.
- To enable pre-service teachers not only to understand the nature of subjects but also the unity and integrity of knowledge.
- To help in the development of personality, inculcation of values, promoting the spirit of citizenship and patriotic feeling.
- To create awareness of environmental protection and the need to maintain an ecological balance.
- To enable students to acquire, create, process, and utilize knowledge as per the situation.
- To help them to hold the main thrust of the curriculum and develop appropriate transactional and evaluation strategies for the same.
- To enable them to incorporate health, physical, yogic, aesthetic and inclusive education along with other educational activities.

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- To enable the pre-service teachers to familiarize and sensitize the students with care and caution about education on life skills, HIV / AIDS preventive and reproductive health.
- To sensitize them to improve the quality of education by building the capacity to undertake research, for the solution of its problems and to evolve culture specific and community oriented pedagogy.
- To facilitate them to evolve happy and healthy school and community relationship and promote interest in lasting learning.
- To accustom them with Indian nation's distinctive character of unity in diversity and adopt curriculum development practices to strengthen them.

Senior secondary stage

All the three determinants—the stage-specific developmental characteristics of the students, the courses of study they pursue and the academic qualifications the prospective teachers possess, becomes different at the Senior Secondary Stage. The development of students at this stage is characterized by maturity of body and brain, development of abstract thinking and logic, goals, self-consciousness, sex-consciousness and sex interest, self-assertion, self-identity, personal preferences and choices, peer group influences, strong likes and dislikes, adventurism, imitation of adult behaviour and a tendency of defiance, challenging attitude towards the established ideas, self-esteem and ego, attachment to friends, self-defence and self-exhibition, argumentation and rebelliousness, development of aptitudes and demarcation of academic or vocational preferences.

In short, they acquire many characteristics of youth and adults. Their educational potentialities, inclination and preferences become evident at this stage. Due to all these changes the curriculum for this particular stage should be as follows:

- To develop among teachers suitable desired viewpoint about academic stream and understanding of its nature, intention and philosophy.
- To make them aware of the intention, philosophy and teaching learning strategies of the subjects they have to teach.
- To empower them to make in-depth pedagogical analysis of the subjects they have to teach.
- To empower prospective teachers to understand the characteristics of students for making suitable educational provisions for them.
- To enable them to guide learners and prepare them for self-study, develop reference skills, undertake group learning, critical thinking, conceptualization, self-evaluation of their own performance and derive knowledge / information from ICT, mass media and MCLS.
- To develop among them the competency to communicate in simple terms the abstract and complex ideas.

- To make them understand the objectives, transactional strategies, evaluation techniques and curriculum designing in different areas of study at this stage.
- To empower the prospective student teachers to understand the regional needs and educational demands.
- To develop among them the skills for promoting patriotic feeling national consciousness, social cohesion, communal harmony and universal brotherhood.
- To enable the perspective teachers to evolve need based and culture specific pedagogy.
- To make them aware of environmental crisis, national problems and Indian cultural ethos.
- To enable them to orient and sensitize students about HIV / AIDS, preventive education and to bring attitudinal change in them.

1.4.3 Brief Industrial Perspective of Teacher Education in Indian Context

Industry-oriented education is an approach to learning from an industrial perspective. In this approach, the application aspect of the traditional subjects such as maths, physics and science is given preference over the theoretical aspect. This is done to instil knowledge of product design, development and operation from the beginning itself.

The traditional technical teaching methodologies in educational environments has made it a necessity to follow a conventional pathway in order to build the foundation learning through subject-based teaching of maths, physics and science independently. Subject-based knowledge required for a particular discipline usually follow on from this. However, the problem with this traditional methodology of learning is that there is no connection with industry requirements. Students are thus, graduating with only theoretical knowledge of the subject.

Check Your Progress

4. What is the core concern of teacher training programmes?
5. Why is teacher curriculum formulated?
6. Name the two key players of teacher education.
7. Why common entrance test (CET) fails to test the candidate's attitude towards training or aptitude for teaching?
8. How are goals of education formed?

1.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

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1. Teacher education is a combination of teaching skills, pedagogical theory, and professional skill.
2. Pre-primary teacher education focuses on pedagogical aspects and on how to deal with the psychological development of elementary students.
3. Oral method of teaching requires the oral skill of explaining the subject content.
4. The core concern of teacher training programmes is to develop sound knowledge in subject areas at various levels.
5. Teacher Education curriculum are formulated to give some grooming not only in education but also in behavioural attributes like attitudes, motivation, perceptions, preferences, appreciation and value orientation.
6. The two key players in teacher education are student-teachers and teacher educators.
7. Common entrance test (CET) fails to test the candidate's attitude towards training or aptitude for teaching because things like group discussions and interviews, essay writing would help one better understand the aptitude and attitude of the applicant as well as their communication skills.
8. The goals of education are formed on the national goals of development that is, development of the human resource.

1.6 SUMMARY

- A close analysis of the qualities of teacher reveals that teaching is a complex process and, therefore, teachers should be trained from time-to-time.
- Teacher education institutions have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations.
- Teacher education helps teachers to increase their competence and proficiency to meet the professional challenges and professional requirements.
- While a teacher is teaching, he/she employs many tactics and strategies such as introducing the lesson, asking questions in between, giving reinforcements to gain students' attention.
- Through training, the teachers also learn effective classroom management skills, use of instructional materials and good communication skills.

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- Teacher education in India has undergone a lot of changes. Teachers have to focus on the changing global scenario.
- Consequently, the emerging structures and designs of the curriculum shall lay greater emphasis on the ideas, practices and experiences that have emerged in India through the contributions of thinkers like Mahatma Gandhi, Vivekananda, Rabindranath Tagore, Zakir Hussain, Sri Aurobindo, Giju Bhai and many others.
- Teachers perform a fundamental role in the enrichment of the quality of teaching. It is therefore, essential in the assessment of any educational organization to know whether there are sufficient teachers who are competent enough to teach different subjects as well as to cope with the dynamic curriculum and advancement in knowledge.
- Student-teachers and teacher educators are the two key players in teacher education. The selection of both is very important for making successful teachers, who are responsible for the education of many across the country.
- Industry-oriented education is an approach to learning from an industrial perspective. In this approach, the application aspect of the traditional subjects such as maths, physics and science is given preference over the theoretical aspect.

1.7 KEY WORDS

- **Pedagogical:** It refers to something relating to teaching; Pedagogy, most commonly understood as the approach to teaching, refers to the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners.
- **Assimilation:** It means the process of taking in and fully understanding information or ideas.
- **Cognitive:** It refers to something relating to cognition that is, the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

1.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is teacher education? What is the significance of teacher education?
2. What are the different training methods in teacher education?
3. Write a short note on the status of teacher education in contemporary India.

Long-Answer Questions

1. Discuss and explain the objectives of teacher education.
2. Why do we need teacher education? Describe how teacher education helps pedagogy and in the nation-building process.
3. Explain the recommendations for different commission and committees for pre-service programmes of teacher education.

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1.9 FURTHER READINGS

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UNIT 2 DEVELOPMENT OF TEACHER EDUCATION

NOTES

Structure

2.0 INTRODUCTION

Teacher education has undergone massive changes throughout the ages. From ancient system of Gurukul to modern monetary system of British, the system has been completely overhauled. Despite these changes, it keeps on being reformed in the post-independent India, where the government keeps trying to root out all the shortcomings of previous systems. However, the one issue or rather need of education system, learners, and teacher education programmes, which has been constantly identified is development of core skills among students.

This unit explains the development of teacher education in India through the ages, with focus on the needs of learners, educational system and the teacher education programme.

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the development of teacher education in India through the ages
- Discuss the teaching education in ancient and modern ages
- Explain the needs of learners, educational system and the teacher education programme

2.2 DEVELOPMENT OF TEACHER EDUCATION AND TEACHER EDUCATION PROGRAMMES

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As you know, there was a gradual development in teacher education programmes from the period of the Upanishad around 1400-600 BC to the twenty-first century. When the Upanishad was written, the teachers enjoyed high privileges, but as time passed, the dignity and power of teachers declined. Emergence of globalization, social concerns and privatization has led to the reduction of market value of teachers. In this section we will study the developmental stages of these characteristics under two heads that is:

- Teacher education in pre-Independent India (2500 BC-AD 1947)
- Teacher education in post-Independent India (AD 1947-AD 2013)

2.2.1 Ancient Period

Teacher education in India starts with the Vedic Age and ends with the modern period. A detailed discussion on the nature of teacher and its development in various periods are described below.

Vedic period

In the Vedic period, religion played a prominent role in education. The aim of education then was to attain salvation (*Moksha*). While receiving education, a person was supposed to engage in *karmopasana*, i.e., work of worship and, thus, purify the inner senses and gain the absolute (Brahma). The soul forgets the absolute due to ignorance and illiteracy and so thinks itself as one who is neither born nor dies and suffers in miseries.

The literal meaning of 'Vedas' is knowledge. Hence, Vedas refer to various forms of knowledge. There were four different types of Vedas, namely, Rig Veda, Yajur Veda, Sama Veda and Atharva Veda. These four Vedas represent different bodies of knowledge. Students of the Vedic period were supposed to internalize these Vedas from teachers, who were called *gurus*. The knowledge was transferred to students by the *gurus* mainly through verbal medium and students were supposed to repeat it.

The students internalized different concepts either through mediation or realization. Once this process was completed, students internalized different bodies of knowledge and they reached the stage of realization. Chief characteristics of Vedic education were:

- *Gurukul*
- Ideal of guru
- Duties of *shishyas* (students)
- Relation between guru and shishyas

- Education
- Women education
- Physical education

Teachers of Vedic Age were men of high calibre in terms of knowledge and spiritual progress. Gurus maintained high reputation in the society. They always paid attention in transmitting knowledge to the *shishyas* in *gurukuls* (place were classes were conducted). Gurus considered their *shishyas* as their sons and *shishyas* treated gurus as their father. Gurus helped in the all-round personality development of their shishyas. Gurus also tried to impart education to women and also imparted training in physical education, and art and craft. Gurus helped in accomplishing the needs of all their students.

Teachers occupied a pivotal position in the Vedic system of education. The teacher was a parent surrogate (parent substitute), a facilitator of learning, exemplar and inspirer, confidant, a friend and philosopher, moral educator, reformer, evaluator, character and personality developer, importer of knowledge and wisdom and above all a guru—a religious and spiritual guide.

The relationship between the teachers and pupil was regarded as filial in character. A teacher was the spiritual father of his pupil. In addition to imparting intellectual knowledge, gurus were also morally responsible for their *shishyas*. He was to always keep a guard over the conduct of his *shishyas*. Gurus were expected to instruct their *shishyas* how to sleep and what food eat and not eat. During the Vedic period, learning was transmitted orally from one generation to another. Great importance was attached to the proper accent and pronunciation in the Vedic recitation and these could be correctly learnt only from the lips of a properly qualified teacher. The spiritual solution depended almost entirely upon the proper guidance of a competent teacher.

Upanishad period

The period Upanishad is between 1400 BC and 600 BC, from the end of Rig Veda period to the beginning of Buddhism and Jainism. In Upanishad period, after the spread of Vedic culture, the sacrificial rituals dominated and the Brahmin priests had the highest position in society. Accordingly, different ritual duties came into existence along with theoretical knowledge. Also the priests were divided into different categories like *hotri, udgata, adhwarya* and brahmanas. As in the Vedic period, education was for attaining the absolute (*Moksha*). Practical knowledge in subjects such as physical science, handicrafts, arithmetic and astronomy were also imparted. The aim of education was:

- To enable realization or true knowledge and achieve the absolute
- To meditate and think

In accomplishing the aim of education, gurus played a major role. The teachers during this period were held in high esteem and a job of a teacher was considered

a high class job. Since gurus enjoyed special status, the selection of guru was rigorous and followed a strict process. These gurus were appointed to enlighten and to wipe off darkness from the society.

During education, students were made to sit at the feet of the guru, and the gurus recited the lesson to the students. Upanishads describe the *Para Vidya* (physic knowledge) and this knowledge was considered to be above all knowledge since it enables the unity of soul and absolute. The study of the Upanishad helped students to reach self-realization. However, education was limited to the upper castes of the society. As in the Vedic period, women were also permitted to study. The three methods of teaching in Upanishad period were:

- *Sharvan* (learning)
- *Manan* (mediation)
- *Nidisdhyasan* (realization and experience)

According to Rig Veda, a teacher was selected and then educated or trained and was expected to have passed the recognized curriculum and fulfilled all the duties of a Brahmachari. Teachers were supposed to seek knowledge for realization. They were highly respected. In due course, the scholarly class came to be known as Brahmans and teaching became a hereditary profession for them.

During this period, the relationship between the teacher and disciple became very intimate. The word Upanishads connotes ‘sit close’. Teachers had the freedom to choose their disciple and once the disciples were chosen, it became the moral duty of the teachers to take care of their disciples. Knowledge during this time was orally transmitted and explanation was the most important way of teaching. The disciples were expected to emulate their teachers and this learning was passed from one generation to another.

Good teachers devised innovative methods of teaching to make the lessons interesting and meaningful. Listening to the spoken words, comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and application were the five steps to realize the meaning of a religious truth practiced in ancient India.

Brahmanical Period

During Vedic education, students were supposed to perform ‘Upanayan’ at the age of four to nine, thereafter, they were sent to *Gurukuls* for Brahmanical education. Brahmanical period is notable for learning Brahmanical education, whose chief characteristics were:

- Religious elements
- Character building
- Development of personality
- Self-reliance

- Self-control
- Beginning of education at appropriate stage
- All round development
- Social ideals

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The students were sent to *gurukuls* like in Vedic period and students sat with the gurus to gain knowledge. Education was provided to develop character and an all-round development of the students. The responsibility of boarding and lodging of the student was given to the gurus. 'Individual system of education' was followed in *gurukuls* where the students studied different subjects and in addition had to perform duties like grazing cows, fetching wood from forest, and begging for alms. The instruction was mainly oral, through which students learnt *ithihas* (history) and *puranas* in addition to Vedas and Vedanga. The motto of education was 'simple living and high thinking'.

2.2.2 Buddhist Period

During the Buddhist period, no educational institutions were present, instead religious centres like monasteries and *viharas* were the places where education was imparted. *Gurukul* system in Vedic period was replaced with 'sangh'. Like Upanayan ceremony, students performed 'pravrjya' before entering a sangh. After the completion of ten years, a student had to stay back as a monk (*bikshus*) in the Sangh for the rest of their life. Buddhist period was marked by two types of education—primary (included reading, writing and arithmetic) and higher education (included philosophy, Ayurveda, military training). Students were given full freedom to select their courses of study. Some of the subjects during Buddhist period included teachings of Budha vinaya, and dharma.

The teachers in the 'sangh' were required to have spent at least ten years as a monk and to be compassionate and generous. Both the student and teachers were responsible of the monastery but the teacher had the sole responsibility of education, food and clothes of their students. The teachers had to look after and treat their students in case of sickness. The teachers were required to teach, write books, propagate religion, and hold discussion and debates. The teachers were responsible for physical, mental, spiritual and moral development of the students. The teacher was regarded as spiritual father or intellectual father of the student.

2.2.3 Medieval and Mogul Period (AD 1200-AD 1700)

Invasion of the Muslims paved the way for Muslim education in India. Even though Muslim education came into existence, some parts of the country still had the Brahmanical system of education. The Muslim rulers of the medieval period had shown more interest in political affairs than spread of education.

The Muslim rulers started education by opening educational centres called *Maktabas* (schools) and *Madrasahs* (colleges). *Maktabas* were centres of primary

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education, which provided knowledge in basic concepts like alphabets, reading, writing, simple arithmetic, and religious instruction. The *madrasahs* catered to the needs of higher education which taught grammar, rhetoric, logic, theology, metaphysics, literature, jurisprudence and sciences. Education started with a ceremony called *Bismillah*, imparted by the teacher *Moulavi*. After the completion of education in *maktaba*, students enrolled in *madrasahs* for higher education, where lectures on higher education were given by eminent teachers/lectures. Many teachers were appointed in these *madrasahs* by the state to impart education to the students. The rulers of Tughlak dynasty provided financial assistance for the running of *madrasahs*.

Muhammad Ghori took interest in opening mosques and colleges at Ajmer to train teachers, precepts of Islam and teachings of Mohammeden law. Muslim ruler Firoz Shah Tughlaq had shown interest to provide financial assistance to these educational centres. Similarly, Akbar opened many madrasahs during his period for higher education.

During this period, the method of teaching in *maktabas* and *madrasahs* were oral and the *moulvies* enjoyed high respect. They were entrusted with the duty of teaching students. They were respected by the society and students. Past references show that no specially designed teacher-training techniques existed in the medieval period. Arrangements like food and lodging were provided to the teachers of medieval period. So as to reduce the burden of work of teachers, students of higher classes were entrusted to teach the students of lower classes. Students were provided ample freedom to develop themselves during this period. Much care and investment were made for the growth of education in the medieval period.

2.2.4 Modern and British Period (AD 1700-AD 1947)

The modern education system started with the arrival of Christian missionaries in the country. The Christians came to India to establish trade relations with the country. Later on, they became the rulers of the country and started the modern education system. The credit of education of modern India lies with the Christian missionaries.

Before the arrival of British, Christian European missionaries and Danish missionaries started the basic work to provide teacher training courses in the country. The Danish missionaries started a school at Tranquebar in Tamil Nadu to train teachers in 1716. The teachers passing out from this school were appointed as teachers in primary schools. Danish missionaries started another school in Serampore in West Bengal in 1793. Both these institutions took interest in providing training programmes to teachers.

These institutions followed Monitorial System (or the pupil-teacher method of training) to design the teacher training programmes which were later accepted as the adoption method to appoint presidencies under British rule. This system

was known to be 'Bell-Lancaster System' named after Andrew Bell, Superintendent of Schools, established by the British government. His thoughts and ideas were implemented in teacher education programmes.

Later on, educational societies came into existence at major places like Bombay, Madras and Calcutta and one teacher training institution was also set. The annual report of presidencies says the agencies like Calcutta School Society (Calcutta Presidency), Madras School Society (Madras Presidency) and Native Education Society (Bombay Presidency) played remarkable role to train teachers. The Native Education Society of Bombay formed in 1815 provided training to twenty-four teachers and were sent to different parts of the country as 'organizers' to improve the quality of teaching at elementary level.

Similarly, Calcutta School Society formed in 1849, made a remarkable contribution to train teachers of elementary level. This was appreciated by East India Company by providing a grant of 500 per month to encourage the contributions of Calcutta School Society. Efforts were taken by Calcutta School society to train women teachers of the province. Later, more training centres were set up. Similarly, the then Governor of Madras, Sir Thomas Munro, sanctioned a grant to Madras School Society to train teachers under his province. This job was successfully completed by the Madras School Society.

During the early periods of the British rule, enormous formal schools came into existence and the need for teacher training was drastically felt. Lord Macaulay's *Minute of 1815* on judicial administration of the presidency of Fort William recommended the need of teacher training, which is considered as the first document to recognize the need for teacher training in the British period. As a result, many schools were set up in different parts of the country like Surat, Pune and Calcutta. To train teachers, a number of teacher training centres were also set up in places like Meerut, Madras and Agra and by 1824, twenty-six teacher training centres were opened at different corners of the province. From 1815 to 1854, the demand of teacher training considerably increased and it was reflected in the policy making process of different provinces.

In 1826, Sir Thomas Munro had initiated steps to establish teacher training schools in every Collectorate (district headquarters of the government) known as principal schools. By this suggestion, he expected that there will be continuous training of teachers and the shortage of teachers can be solved to a large extent. He also expected that there would be one principal school for 300 tehsils under his presidency. Similar steps were adopted by different rulers. The secretary of Bombay in 1845 opened a normal class in Elphistone institution. This was opened for forty primary teachers which included fifteen Marathi, fifteen Gujarati and ten Kanarese.

Training for three years was provided to these groups. The Poona Sanskrit College and Poona English Schools were merged in 1851 to develop Poona College to provide training to teachers. Training in teaching methods, psychological

strategies and other pedagogical methods were conducted at this college. At the same time, the English School at Surat opened a normal class to train Gujarati teachers. The main aim of these institutions was to train teachers at various levels and to equip them as future teachers useful for the state.

Wood's Despatch, 1854

Wood's Despatch is a major landmark in the history of education in the country and, hence, also called 'Magna Carta of English education in India'. This document was published in 1854 and recommended a good number of suggestions in the improvement of education of the country as well as the prevailing teacher training programmes. Wood's Despatch has laid foundations for the establishment of university system in India and opened Department of Public Instruction in the provinces of Punjab, Bengal, Madras, Bombay and North-west.

For the first time, Wood's Despatch emphasized the importance of teacher training and the need for improving the quality of teaching. Not only the need for teacher training, it has given due consideration to the facilities provided to the teacher including salary structure and facilities for teacher training. Wood's Despatch recommended the opening of teacher training institutions at each Presidency so as to make teaching job attractive to the public. It recommended grant in aid in the form of scholarship and salary to be increased for those who attended the training programme. Wood's Despatch framed the outline for selecting teachers, training of teachers, place of training, and placement after training. It emphasized the need for modification in the Monitorial System of training, the stipend provided to the teacher trainees and employment of teacher trainees after the training period.

In suggesting a change in the education of teachers, the Wood's Despatch referred to the system prevalent in England.

Lord Stanley's Despatch, 1859

The recommendation of Wood's Despatch was followed and strengthened by another despatch known as Lord Stanley's Despatch of 1859. Many policy makers and rulers of the country failed in practicing some of the recommendations of Woods Despatch and Lord Stanley expressed his concern over this and came up with new recommendations. During this period, the grant in the form of scholarship given to teacher trainees was considerably increased. More teacher education training institutions came into existence during the period from 1881 to 1882. Similarly, the number of normal schools increased to 106, of which fifteen were exclusively reserved for the women of the country. A total of 3886 teachers got trained from these institutions. An amount of one lakh was kept aside to meet the expenditure of teacher training programmes which was a considerable amount at that time.

Those who had primary education were given admission to teacher training programmes. The rules and procedure of teacher education was not rigid, so as to

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attract more number of students teachers. To attract more women to the field of teaching profession there were no admission criteria for women. The methods and procedures carried out during the process of teacher training were so simple that it motivated teacher trainees to continue the course and complete it successfully.

The students were provided financial assistance in the form of stipend. The initial period of teacher training followed Monitorial System (pupil-teacher) then later replaced it with 'system of apprenticeship', where students were placed under the custody of an experienced teacher for a particular duration of time. After completion of apprenticeship, they were placed in District Training Colleges to get training for a short duration and to get the certificate of 'trained teacher' which certified the students that they were qualified to teach in primary schools.

In the initial stages, teacher training was arranged for teachers at elementary/ primary level. Later, it was extended to middle and secondary level. The Government School, Madras, started in 1856, and Central Training School started in 1877. In 1886, the first training college for secondary teachers was established in Madras followed by the Nagpur Training School in 1889.

Indian Education Commission (1882-83)

The commission known as Indian Education Commission or Hunter Commission was appointed by Lord Rippon and Sir William Hunter to study the education system prevailing in the country submitted their report in 1882. The commission emphasized the need to open more normal schools to train teachers. They suggested opening at least one normal school under a divisional inspector. The pattern of curriculum followed by the institutions was different from each other. The commission had given freedom to provinces to select their own syllabus and curriculum that suited their situation and need.

Apart from pedagogical theory, practical classes were organized as part of teacher training. Physical sciences and their relation to medicine, agriculture, and book keeping, were some of the subjects taught apart from theoretical subjects. The commission suggested opening training centres separately for elementary and secondary school teachers. They also emphasized that the subjects to be taught for secondary school teachers should be rich in content than the courses for elementary teacher training. They suggested that teacher training at secondary level should conduct practice teaching to make the students aware about practical situations of real teaching.

The recommendations of Hunter Commission expanded the scope of teacher training institutions in modern India and as a result, teacher training colleges were set up at Allahabad, Lahore, Madras, Kurseong and Rajamundry. Out of these colleges, the colleges at Madras and Rajamundry were created by upgrading the normal schools. The college at Madras was set up exclusively for teacher training programmes of secondary school teachers. By the end of the 19th century, some essential things in teacher training had been established. Pedagogical courses had

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replaced general education, examinations and certificates in teacher training had been instituted and practical aspects in planning and teaching were emphasized.

At the start of twentieth century, more and more teacher training schools opened in the country. The admission criteria, duration of the course varied from place to place. For example, teacher training course at Jabalpur College was for two years but in other places, it was of one year. Teacher training programme at elementary level had two year duration in Uttar Pradesh while four years in Assam.

In Madras and Bengal, training centres were set up exclusively for training teachers of elementary and secondary level. College at Madras and Bengal concentrated on content-cum-professional course pattern of teacher training. The normal school started converting to training centres for teacher courses. The ownership of teacher centres were distributed even to private parties and hence, the end of nineteenth century is marked by the emergence of teacher training organizations under private sector.

The beginning of twentieth century is marked by the remarkable contribution of the then Viceroy Lord Curzon, who took keen interest in the development of education and teacher education in the country. He appointed a commission to enquire about the working pattern of the universities of the country, standard of education provided by the universities and so on. As a result, the commission came up with Universities Bill in 1903 and suggested possible solution to improve the quality of teaching at the university level.

In 1904, government resolution on educational policy was published. The educational policies of Lord Curzon emphasized the need of teacher training in the country. It recommended to complete the training of teachers in the 'art of teaching', a prerequisite to improve the quality of teaching. The commission suggested setting up of practicing schools near the training colleges for conducting practice teaching as part of the training to develop behavioural skills in practical situations. It believed that the theory and practical component of teacher training courses should be properly linked to bridge the gap between theory and practical situations of real classroom atmosphere. It also suggested to provide one year teaching training programme for graduates and two year training for undergraduate leading to University degree in teacher training.

The recommendations of Lord Curzon showed the way to open more schools and teacher training institutions and practicing school were attached to these training centres. By 1907, universities started awarding teaching degrees, except Bombay University and UP. Bengal awarded L.T Degree and Punjab awarded B.T Degree in Teaching. In 1913, the Government of India published another resolution with major suggestion as 'no teacher will be allowed to teach without a certificate in teaching', which again emphasized the need for teacher training in the country. The resolution suggested that teachers should have passed the middle vernacular examination and undergone a year's training. It suggested periodical repetition and improvement of courses for teachers. As a result of this

recommendation, more training colleges were set up but it failed to implement some of the recommendation due to the onset of World War I in 1914.

Calcutta University Commission, 1917

At the end of the World War in 1917, the Calcutta University Commission was set up to look into the quality of teaching in Calcutta University under the leadership of Sir Michael Sadler. This commission came to be known as the Sadler Commission or Calcutta University Commission. Even though the committee was appointed to review the working of university, it suggested remarkable recommendation on teacher education.

It recommended opening of a Department of Education in each university with a professor as the Head of the Department. It recommended the introduction of education as an optional subject at the intermediate, graduation and post-graduation level. Sadler Commission recommended attaching an experimental school in addition to the practical schools, to provide opportunities to experiment various teaching methods, teaching skills, school administration, leadership qualities, etc. Practicing schools exclusively set opportunities for practice teaching.

Sadler Commission recommendations opened new universities in different parts of the country, like in Mysore, Patna, Banaras, Dacca, Aligarh, and Hyderabad, and some of these universities started with the establishment of Teacher Education Departments. Similarly, the number of teacher training colleges also increased in the country.

Hartog Committee, 1929

During this period, the freedom struggle movement was going through incidents like the Jallianwaala Bagh Massacre and the Khilafat Movement. Hence, the education system did not get much attention. The political situation and societal atmosphere was instrumental in the appointment of a commission headed by Sir Philip Hartog, called Hartog Committee of 1929. This Committee was especially appointed to review the education system.

The commission expressed its deep concern over the poor quality of primary education and the substandard quality of teacher training of primary teachers in the country. It was found that among the existing primary teachers, only twenty-eight per cent had their middle school education and forty-four per cent were untrained teachers. The commission suggested the following measure to improve the quality of teachers at the primary level. These were:

- Quality and standard of teacher training should be increased
- The duration of teacher training course should be more
- Adequate teaching faculty should be appointed in teacher training colleges
- In-service courses, refresher courses and conferences must be arranged for working teachers for professional growth

- Service conditions must be improved to attract and retain teachers in the teaching field

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These recommendations brought new dimensional change in the teacher training and quality of teaching in schools. The need of professional course was emphasized by the committee to improve the teaching-learning process in schools. In rural areas, teachers who were aware of the rural culture should only be appointed was another comment of the commission. The level of education was a detrimental factor in duration of the course of teacher-training course. Accordingly, pre-primary and primary teacher training was of two year duration, three years for middle school training and two years for non-graduates in high school training course. The recommendations of Hartog Committee were adopted by the Central Advisory Board of Education (CABE) in 1943.

The impact of Hartog Committee helped thirteen out of eighteen existing universities to open teacher education departments by 1932 and in the history a new degree named B.Ed. was started by Andhra University and M.Ed. degree was started by Bombay University for the first time in 1936. Similarly, the Spence Training College at Jabalpur started preliminary research activities at B.T level. Hence, the recommendation really provided a new direction in the teacher training sector of the country.

Abbott-Wood Report, 1937

During the Second World War, the country was facing many political challenges. Abbott-Wood report was published at this time, which had indirect effect on the prevailing teacher education system of the country. The structure, procedure and the whole system of teacher education was studied in detail. It found that working conditions of teachers were miserable, especially for the teachers from rural areas.

To develop the quality and standard of teaching, refresher courses and conferences were recommended for working teachers and in training colleges. The report also recommended to start vocational teachers college. At the same time in 1937, Basic education was started by Mahatma Gandhi, leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training School was started at Wardha in 1938. Gandhi's Wardha Scheme was child-centred education and it provided opportunity to students to earn while learning.

The new system of education had indirect effect on the training of teachers. Teachers had to internalize the teaching methods and procedures to teach students. The success of this education rests on the shoulder of teachers who trained the students under Wardha Scheme. For the successful implementation of Wardha Scheme, two types of training curricula were introduced—short-term and long-term. Long-term training extended for a long period of three years but short-term period was for a short span of one year. During the training period, teachers were expected to stay in hostels attached to the training institutes since both were

residential programmes. Later, the training system spread to other parts of the country.

The percentage of trained teachers improved from 56.8 per cent in 1937 to 61.3 per cent in 1942. Still, there was much to be done to improve the qualitative aspect. In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. There were twenty-five training colleges which were inadequate and could not meet the demand. Vidya Bhawan teacher's College in Rajasthan and Tilak College of Education in Poona were started in 1941. Bombay was the first to start a doctorate degree in education the same year.

In 1941, the Vidya Bhawan Teacher's College was started in Rajasthan and the Tilak College of Education in Poona. Bombay took the lead in starting a doctorate degree in education the same year.

Sargent Report, 1944

As a post-war expansion of education after World War II, a new educational scheme called Sargent Scheme was submitted to the Government of India under the leadership of Sir John Sargent. This report is also known as Post-War Development Plan and was accepted by the CABE (Central Advisory Board of Education) in its meeting held in 1943. The report mentioned the education developmental structure and practices starting from pre-primary to university education. The scheme also made significant contribution to the field of teacher education by contributing the following ideals:

- There will be two types of teacher training institutions. One for those who have completed Secondary School Leaving Certificate, for a duration of two years and other for degree holders, the duration of which will be two years.
- Besides training in professional skills, teacher trainees would receive training in extra-curricular activities.
- Teacher training colleges should organize refresher courses, practical classes, training workshops and other professional conferences in addition to regular activities of the college
- Experimental and practicing schools should be set up to conduct research on various topics related to pedagogy.
- Teacher training should be free from fees, and stipend should be provided to trainee teachers. Teacher training colleges should also provide residential facilities to teacher candidates.
- Teacher training should be seen as residential programmes since residential programme help students to empower teaching skills fully.
- The eligibility criteria for M.Ed. degree programme would be trained graduate with three years of teaching experience.

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- The professor, school headmasters and inspecting officers, could be transferred from one place to other.
- Special teacher training programmes should be arranged for training of women to overcome the shortage of women teachers.

Sargent Report also recommended that boys and girls after high school can be inducted into the teaching profession. Training programmes should include practical training, refresher courses and research facilities. It suggested a two-year course for pre-primary and junior basic schools (after high school) and a three year course for these near basic schools. The graduates were then to go for one year training. The report suggested that the first year should be devoted to general and professional subjects along with school visits, discussions and other experiences to create interest in the trainees. It also proposed to revise the pay scale to attract better candidates.

2.2.5 Post-Independent India

After Independence, the Indian government made a lot of effort to spread education, which provided wide access to all sections of the society irrespective of caste, creed, religion, language and region. The quality of education improved after Independence in 1947. The expansion of education indirectly affected the training programmes for teachers in the country. The government considered teacher education as one of the core component which had direct roles in the nation building. The expansion of schools demanded the need of qualified teachers to meet the new demands of education.

The Indian government came up with new committees and commission to revamp the prevailing teacher education system of the country. The commissions put forward innovating policies and steps to strengthen the existing teacher education system. After Independence, as there was a great demand for teachers in the country, the commissions made teacher education accessible to large number of people. Similarly, the demand for in-service programmes was also highlighted to improve the efficiency and efficacy of working teachers.

The first commission appointed to review the prevailing education system was set up under the chairmanship of great educationist, Dr. S. Radhakrishnan, which is popularly known as the University Education Commission.

University Education Commission (1948-49)

Soon after Independence in 1948, the University Education Commission was set up under the chairmanship of Dr. S. Radhakrishnan to study education system of the country and the commission submitted its report in 1949. This document contributed significantly in improving the quality of education, in particular teacher education system for the next few decades. The Commission recommended to increase the duration of school education from eleven to twelve years and suggested degree courses after completion of schooling.

Two year degree was replaced with three year course. General education was introduced with college programmes and recommendations were given to improve the working conditions of teachers across schools and, colleges and universities. There were to be three cadres of teachers in universities, namely, lecturer, reader and professor. Another suggestion was to introduce continuous and comprehensive evaluation system in the country as part of evaluation.

The Commission studied in detail teacher education procedure and stressed the need for reorganization of teacher training departments and training colleges. Some of the recommendations made by the commission are as follows:

- There should be balance between theory and practical component in teacher training programmes. Flexibility should be maintained in preparation of teacher education curriculum. Theory papers should be connected to real life situation.
- Teacher education courses should be modified such that more time should be allocated for evaluation of student performance.
- After theory courses, students given opportunity for practice teaching and training schools should be identified for the purpose.
- Students should be provided opportunities to involve actively in the daily activities of the school.
- Staff of the training colleges should be appointed from those who have experience of teaching.
- The curriculum and training course of teacher education should be adaptable and compatible to local circumstances.
- Admission to master education can be possible only after successful completion of some years of teaching experience.
- The commission was disappointed with the procedure and duration of practice teaching sessions of the programmes. It recommended keeping at least twelve weeks exclusively for practice teaching in one teaching teacher education programmes. It also suggested measures to overcome the difficulties caused by rising the duration of teaching practice sessions.
- It stressed the importance of research in the field of education. It strongly recommended implementing of research orientations and practices in teacher education to improve teaching quality.
- Recommended to conduct refresher course, seminars, workshops and other academic activities for working teacher during the vacation period. This must be organized by the universities, to help upgrade subject knowledge of teachers as well.
- The 'certified attendance at a university refresher course' once in four/ five years to be made compulsory for promotion of teachers in teacher education departments.

Recommendations presented by the University Education Commission were widely accepted and Universities started rewinding teacher education programmes by including more courses, giving due consideration to teaching practice sessions, curriculum revision and so on. Central Institute of Education, Delhi University, introduced the Psychology wing and they were given the responsibility to design related components of teacher training programmes like psychology tests, identifying and promoting research interest.

Till the time of University Education Commission, the terminology related to teacher preparation was 'teacher training' but soon after the second conference of Indian Association of Training Colleges at Mysore, the terminology changed to 'teacher education'. Now, teacher preparation programmes are commonly known as teacher education programmes.

Secondary Education Commission (1952-53)

After the University Education Commission, under the leadership of Dr. A. Lakshmanaswami Mudaliar, the then Vice-Chancellor of university of Madras, a new commission was set up in 1952 to recommend suggestions for the reform of the education system in the country. It was appointed to review secondary education system, but, as a part, it studied the teacher education system and came with innovative recommendation to improve the quality of teacher education.

The commission expressed in its report deep concern for the sub-standard and low quality teacher training programmes of the country and recommended to increase the duration of the programmes to two years. But, due to political reasons the authorities failed to implement some of the suggestion, hence they decided to continue the existing structure of teacher education with minor changes. The duration of the course remained one year but ample opportunity was provided for effective teaching practice sessions in the curriculum. To supplement the training programmes, innovative teaching methods, procedure in evaluation/assessment, new techniques for co-curricular activities, and specialized techniques to teach children with special need were introduced.

The Commission stressed on the need for practice teaching as a part of teacher education programmes. It introduced the concept of demonstration school/ model schools to get training for teacher candidates under practical situation. These schools were to be at a reasonable distance from the training colleges. The Commission suggested that practice teaching should not be limited to demonstration lesson, observation lesson, criticism lesson or practice teaching but also construction and administration of achievement tests, practical classes on physical education, and training sessions on co-curricular activities also must be arranged.

The Commission clearly emphasised the need of various components of practical session in addition to theory courses. The Commission also emphasised the need for specialised training programmes for children with special needs. Apart from that, general principles of mental hygiene were implemented as essential

component of teacher education programmes to inculcate proper behavioural skills in teachers and students as well.

The Commission stressed the need of variety of curricular activities and innovative methods of teaching in teacher training programmes. Training in extracurricular activities, training in controlling library, training in physical education, concepts related to health and care of children, school leadership character building, importance of scout and guides, junior red cross, formation of students clubs, citizenship training, conducting debates, seminars, quizzes and social service were some of the programmes recommended by the commission as part of teacher training. The commission also recommended conducting of in-service training for working teachers to update pedagogical and content knowledge. The Commission suggested to distribute stipend to all teacher candidates and to set up residential training schools. In order to overcome the shortage of women teachers in the country, part-time training courses were to be arranged for women candidates. For admission to master degree in education, it was recommended that students should have at least three years of teaching experience.

The Commission suggested two types of training institutions for teacher training. These were:

- **Two-year teacher training programme:** It was conducted for candidates having school leaving certificate or higher secondary leaving certificate. The programme should be arranged under a separate apex body under the government.
- **One-year teacher training programme:** It was for candidates who are graduates. It should be under any universities of the country. The degree or diploma certificate has to be awarded to the students after completion of the one year course by any university.

Many of the recommendations were accepted and implemented by the state but failed to implement some of the recommendation in satisfactory manner. The government in 1954 appointed another team of international experts in collaboration with Ford Foundation to study education in detail. This team recommended the following measures to improve quality of graduate teacher education programmes:

- The teacher education programme should be designed in such a manner that it should prepare the students to take up assignment as teachers.
- Realistic methods of teaching should be implemented in teacher education institutes.
- Practice teaching should be arranged in block-wise manner and proper implementation strategy has to be adopted.
- Laboratory schools should be set up to experiment innovative method of teaching and curriculum construction.
- Extracurricular activities should be arranged and made an integral component of practice teaching.

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In 1956, the government appointed an expert committee with Dr. E. A Pires as Head to design a new syllabus for secondary teachers training. The committee, later known as Pires Committee, published the draft of recommendation, which was accepted at the Conference of the Principals of Training Colleges in 1957. The recommendations are given below.

- Weightage for both theory and practical courses should be made equal
- The theory papers of teacher education to be reduced to the following four papers:
  - o Principles of Education and School Organisation
  - o Educational Psychology and Health Education
  - o Methods of Teaching of two school subjects
  - o Current Problems in Indian education

The second Five Year Plan was launched in 1955-56 and it was contemplated that sixty-eight per cent of teachers would be trained by 1960. An amount of seventeen crore was apportioned for increasing training facilities. In 1957, the All India Council for Secondary Education and All India Council for Elementary education were formed to recommend suggestions for improvement of teacher education at respective levels. Both councils provided necessary extension services to teacher education programmes in various areas.

During the decade of 1960's, more efforts were made by different committees to review and recommend innovative strategies to improve the quality of teacher education in the country. A major one was the Review Committee formed by the University Grants Commission in 1960, under the chairmanship of N. K. Sidhanta. The All India Council for Elementary Education also appointed a study group in 1961 under the chairmanship of Roy Singh. Both the review committees presented its views on structure and procedure of teacher education in the country and contributed valuable suggestions to improve the system.

The study group's work concentrated on elementary teacher education while the Review Committee commented on the objectives, curriculum and transitional strategies of teacher education. The study group, finding the quality of elementary teacher education poor, recommended in-service training to the untrained teachers working in the country. It also recommended to provide extension services to untrained teachers on massive scale to improve quality of elementary teachers. The major recommendations of these committees are as given below:

- The criterion for admission to M.Ed. degree programmes was fixed as second class master's degree plus first class in B.Ed. degree both in theory and practical paper. Those having at least second class in bachelors/masters were given direct admission to two year integrated M.Ed. degree course, to attract gifted candidates for teaching profession.
- Students had to complete one specialisation with acquaintance in methodology of research.

- Individual dissertations were replaced with group projects at M.Ed. level.
- Those who aspired to conduct research studies in education were to be scrutinized by a screening committee appointed for the same.
- Encouragement was provided to research scholars on studies which required immediate attention in educational field.
- Doctoral degree holders are only permitted to supervise research scholars.

Again in the same year (1961), a study group under the leadership of B. M. Jha was appointed by the Planning Commission to suggest measures on improvement of teacher education. The committee emphasised the need to replace old age traditional system of teacher education with modern, innovative styles of teacher education to create capable teachers useful in nation building. They were of the opinion that sound teachers, male or female, can be moulded only through proper integration of theoretical knowledge with practical component of teacher education curriculum. The concern on the wide gap between theory and practical component was noted by the committee which suggested conducting about thirty lessons (fifteen each in two subjects) during the course of teaching practice.

This system is followed still in some states as a continuation observing lesson, criticism lesson, and demonstration lesson. In addition, proper experimentation in various extracurricular activities was to be conducted to gain more insight in various components of teacher education. The Commission appreciated the contributions of Kurukshetra University and four regional colleges of education in the field of teacher education, on experimentation of various components of teacher education. The Commission also recommended giving high priority to teacher education in the Twelfth Five Year Plan.

Another landmark during the 1960s was the establishment of National Council of Educational Research and Training (NCERT), with headquarters at New Delhi and opening of Regional Colleges of Education at Bhopal, Bhubaneswar, Mysore and Ajmer. NCERT was intended to provide training to school teachers, conduct research, publish necessary books and other related material and co-ordinate various activities of school and Regional Colleges of education. Later, NCERT came up with designing text books for different classes. Meanwhile, Regional Colleges offered different types of degrees in teacher education and in turn, set standard for teacher education in the country. They offered innovative four year integrated B.A., B.Ed./B.Sc., B.Ed./B.Tech and other normal B.Ed. programmes.

Education Commission (1964-66)

In the history of education, another commission was appointed under the chairmanship of S. Kothari (popularly known as the Kothari Commission) to review the education system in 1964. The commission submitted its report in 1966—a

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comprehensive report on different aspects of education. The Commission gave valuable suggestions on different sectors of education, namely, primary, secondary, higher secondary, vocational, technical and teacher education. The Commission devoted a separate sheet for the recommendations on teacher education at all levels of teacher education, from elementary teacher education to higher secondary. It expressed its deep concern for poor quality of teacher education and recommended a sound programme of professional education to teachers.

The Commission found that the quality of teacher education is very poor in some institutes and had nothing to do with the ground reality. It suggested the following strategies to improve teacher education in the country:

- Removing mismatch of teacher education programmes with school life realities
- Bringing teacher education closer to university education—teacher education programmes should be raised to the standard of collegiate education
- Adopt methods to improve quality of both training procedure and training institutions
- Internship programme to carry out practical knowledge in real classroom situations which would help build healthy relationship between working teachers, classroom climates, activities of schools
- Expand the scope and access of training facilities
- Implement in-service training programmes for professional growth
- Creation of agencies both at national and state level to maintain the standard of education

Isolation of teacher education was one of the important recommendations of Kothari Commission. It stated that education should be isolated from universities and treated as social science or a separate discipline. This subject can be introduced as an elective subject both at undergraduate or postgraduate level. The courses at undergraduate level would include papers like philosophy, psychology and sociological foundations of education, comparative education, contribution of great educationists and a paper on recent trends and practices of educational problems.

For postgraduate level, M.A. in education should be introduced of two year duration. The Commission was of the opinion that training schools should assist the neighbourhood schools in day to day activities like planning timetable, and help in using improved teaching methods. This may be facilitated by opening an extension department at all training level institutions.

The commission also pointed out the following measures to improve professionalism and quality of teacher education:

- Linking theoretical knowledge/subject knowledge to practical activities of the school.

- In order to overcome the burden due to linkage of the fundamental subject knowledge with school curriculum, number of working days may be increased from 180 to 190 days to 230 days.
- Integrated courses may be developed and practiced in universities with strong education departments or schools of education.
- No separate institute should be opened to experiment integrated courses.
- Curriculum should be reframed so as to build professional qualities of students at maximum possible level. It should include the cultural aspects of the country.
- Proper books must be written to cater to the needs of teacher student community for reference during teacher education period.
- Research on relevant educational programmes to be carried out at all levels of teacher education. Focus should be given to research on teaching of English and Indian languages.

To improve the quality of teaching methods and instruction, the Commission recommended the following:

- Traditional methods of teaching should be replaced with novel methods of teaching. Teaching methods can adopt strategies like self-reflection, self-study, independent thinking methods, audio-visual equipment, case studies, project works seminars, etc.
- Teacher education should be well integrated to develop qualities like concern for society, sensitivity towards human behaviours, and positive attitude toward teaching profession.
- Reform in evaluation system must be introduced. Internal assessment should be made an integral component of evaluation. Teachers should take care to maintain cumulative records in consultation with the students.
- Teaching practice should be conducted in two stages and are supposed to conduct continuous practice teaching of at least eight weeks in a school identified by them. They should participate in all activities of the school, school assembly, physical education classes, club formation, art festivals, library work, workshops and other co-curricular activities.
- As part of professional development, special professional training programmes should be arranged for school headmasters and teacher educators.
- The duration of the programme may be extended to two years for students who have completed secondary school certificate and one year for graduate students.
- The post graduate course in teacher education must be flexible to adapt changes in the society.

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- Curriculum of teacher education should be flexible and should be modified to incorporate the latest happening in the field of education, to meet the realities of the practical activities of the classrooms. Political, social, economic and technological developments must be incorporated in revising the curriculum.
- In-service programmes may be arranged at all levels from primary to higher secondary to develop the professional qualities by various organisations, universities, teacher training colleges. Teachers to attend at least two/three month's in-service programmes once in five year. For secondary teachers, school summer institutes should be developed and proper follow up strategies should be planned to monitor the in-service programmes.

As per the recommendations of the Kothari Commission, universities like Kanpur, Kurukshetra and Aligarh started new master degree courses in education. To provide in-service courses summer school-cum-correspondence courses were initiated by regional colleges of education. Steps were taken by the regional colleges of education to provide training programmes to the untrained teachers of the country. During this period, different state governments took keen interest to open State Boards of Teacher Education to impart training to teachers at different level and to develop linkage between various teacher education colleges at the university and college levels.

The impact of recommendations of Kothari Commission was to raise the standard and quality of teacher education in the country. The number of teacher education institutions increased to 273 in 1956 from fifty in 1950. Similarly, the number of elementary teacher education increased to 1548 in 1965-66 from 184 in 1950s. The Fourth Five Year Plan emphasised the need to rethink and spend a good amount to improve the quality of teacher education by training women teachers, Scheduled Tribe teachers, and mathematics and science teachers. In between a review committee was appointed in 1968 under the chairmanship of B. D. Nagchaudhuri to look into the functioning of NCERT.

The Committee suggested reinstating the integrated teacher education courses from Regional Colleges of Education to universities. Another landmark in the field of Teacher Education was the establishment of National Council for teacher education (NCTE) in 1973, an apex non-statutory body exclusively for teacher education. This body was entrusted to report to the government in matters relating to teacher education in the country and to look after the implementation of strategies of teacher education designed in Five Year Plans. The NCTE was located at NCERT campus and it designed the first framework, Teacher Education Curriculum in 1978, which covered the whole aspect of teacher education and gave remarkable suggestions regarding pedagogy, content, procedure, methods, practice teaching, and curriculum. Due to non-statutory status, NCTE authorities failed to implement some of the suggestions.

National Commission on Teachers (1983)

National Commission on Teachers (1983) under the leadership of Professor D. P. Chattopadhyaya suggested the following measures to strengthen teacher education:

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- The duration of teacher education should be extended to two years. The number of working days will be 220 days in each year.
- After secondary school, a four year/five year (preferred) teacher education certificate will be introduced.
- For XII qualified candidates, the course will be of two year duration in elementary teacher education programme and the possibility of four year integrated teacher education course for class X qualified may be explored.
- Selection test should be conducted to select students for teacher education programmes. The test will be combination of rating scale, objective questions, group discussion and personal interview. In addition, the physique, general awareness, attitude towards life of the candidate would also be considered during the selection process.
- Training is a joint responsibility of teacher education institutes and teaching practice schools will make sure to improve the quality of training.
- Duration of practice teaching will be four weeks in the third year and three weeks in the fourth year. Students were also expected to take part in all activities conducted by the schools.
- Curriculum of teacher education programmes for elementary and secondary teachers will consist of theory components like professional preparation, general education and practical component like practice teaching.
- To measure teacher student qualities like attitude towards work, affection for students and involvement in activities, proper evaluation criteria should be developed by the teacher education institutions.
- Teacher educators who are expert in the use of educational technology may be identified and posted in each education colleges.
- Opportunities may be provided for self-assessment, discussion of lessons, and self-evaluation.

National Policy on Education (1986)

The number of school expanded drastically in 1980s which increased the demand for teachers on a large scale. But the quality and efficiency of the teacher education became the serious concern of the country. It failed to implement some of the remarkable recommendation made by the pervious commissions set for rewinding the education system. The curricula were not revised, most of the institutions' infrastructural facilities were poor, and the quality of teachers was not up to the mark. In this regard, the Government of India introduced a new policy, the National Policy on Education in 1986 to reframe the educational system.

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The policy expressed its serious concern regarding teacher education and teachers as 'the status of teacher reflects the socio-cultural ethos of the society—it is said no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help, motivate and inspire teachers on constructive and creative lines'. The policy recommended complete restructuring of teacher education in the country in terms of its pre, present and post training procedure. New programmes and continuing education was suggested to improve the quality of teachers.

One of the remarkable contributions was to start District Institutes of Education (DIET) across the country to wipe out sub-standard teacher education. DIETs were created to provide quality teacher education training to elementary teachers. As part of professional development, it was also entrusted to organise in-service programmes for the teacher community and those who worked in non-formal and adult education sector. The policy also recommended upgrading of Secondary Teacher Training Colleges to College of Teacher Education (CTE) which will help and assist the work of State Educational Research and Training (SCERT). The commission also recommended National Council for Teacher Education (NCTE) to provide all resources to relook into the teacher education programmes and to accredit teacher training institutions. NCTE was also to initiate networking arrangement between university teacher education departments and rest of the teacher training institutions.

As sequel to the National Policy on Education, a Programme of Action was prepared to restructure teacher education programmes on comprehensive manner. The Programme of Action had the following components:

- Establishing DIETs
- Two-fifty teacher training colleges to be updated to Colleges of Teacher Education (CTE)
- Adopt measures to strengthen the SCERTs
- Arrangement of orientation courses to school teachers
- Setting up of Departments of Teacher education in universities and strengthening them

Subsequent to NPE, a centrally sponsored scheme of teacher education was established by the Government in 1987. The objective of the scheme was to provide necessary professional development programmes for school teacher in the country in areas like methods of teaching, pedagogical skills and competence development. Again under the Programme of Mass Orientation to School Teachers, in-service training programme was conducted for 17.2 lakh school teachers in 1986-87.

To review the progress of National Policy on education and POA, the government constituted a committee under the chairmanship of Acharya Ramamurthy. The committee was of the opinion that the NPE and its sequel POA

were strong enough to reframe the teacher education programmes and its recommendation should be implemented and translated into action. The Committee also expressed its concern for the non-implementation of many of the recommendations of the POA.

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Programme of Action (1992)

The National Policy on Education (1992) gave importance to the functioning of teacher education institutions. Based on the suggestions of NPE and POA, a lot of money is being spent on infrastructure and organization of various in-service programmes. By the year 1998-99 there were forty-five DIETs, seventy-six CTEs and 34l ASEs but has had not much impact on the quality of teacher education. Out of 2426 applications from the training institutions, only 408 were granted recognition by NCTE and 1294 were accorded provisional recognition during the year 1998-99. Out of 1349 applications for opening institutions only 277 were allowed and duly recognized. During this period, provisional recognition was accorded to 1035 institutions. The major suggestions of the Programme of Action were as follows:

- Stressed the need for integration of theory and practice of teacher education programmes.
- By the end of Eighth Five Year Plan, all the districts will be covered by DIETs and two-fifty IASE/CTEs will be set up in the country.
- Suggested to confer autonomous status to SCERT, NCTE and to set up State Boards of Teacher Education.
- Launch of special orientation programme for school teachers for professional development, as a continuation to centrally sponsored scheme.
- Recommended to strengthen Department of Teacher Education in universities and to provide incentive for good performance to teachers and disincentives for non-performers. The NCERT was entrusted to frame such norms for school teachers.
- Entrusted NIEPA and NCERT to develop induction and continuing programmes for DIET, SCERT and CTE faculties.

As per recommendations of NPE and POA 1992, a wide number of teacher education institutions have opened which include 461 DIETS, eighty-five CTES and 371 IASE. Fund was allotted in the Tenth Five Year Plan to arrange in-service programmes for 425 DITEs, teacher training colleges increased from 804 to 1334 in the year 2000. In Tenth Five Year Plan, in-service programmes was conducted to train 16.21 lakh teachers in the country. The in-service programmes were arranged under the scheme of 'Special Orientation Programme' for Primary Teachers (SOPT). In the year 1993, statutory status was given to NCTE, as sequel of POA, 1992. Later NCTE framed rules and regulation for maintaining the standard of teacher education including distance education teacher education

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programmes. NCTE developed 'Curriculum frame work of Quality Teacher Education' in 1998 and then in 2009.

The first decade of the twenty-first century had the privilege of the liberalization policy introduced in early nineties. This opened up the education sector to the private players and there was Public Private Partnership (PPP). Encouragement was given to foreign universities to open their branches in this country. National knowledge commission has been set up which recommends to achieve Gross Enrolment Ratio of fifteen per cent by 2015 in higher education. After Sarva Siksha Abhiyan, efforts are being made to universalize secondary education through Rashtriya Madhyamik Shiksha Abhiya (RMSA). The11th Plan is, therefore, called education plan as it gives more emphasis to education especially higher education.

2.2.6 Need of the Learners, Educational System and the Teacher Education Programme

The crux of the whole curriculum and pedagogy development and reform through the ages and across different stages is to move the education system from the rote learning to actual understanding of the concept. It should address the what, how and why of every concept instead of instilling just the theoretical knowledge of it. The aim should be to create a holistic individual with key skills necessary in their field in the 21st century. These critical aims can only be achieved with a complete reorientation of teacher education and curriculum.

This complete revampment will require reorientation of the curriculum in order to develop individuals with sophisticated skills such as logical deduction, teamwork, creativity, problem-solving, critical thinking, IT skills, quantitative reasoning, multilingualism, and social responsibility. Hence, education would no longer rely on rote learning but core skills. In case rote learning is employed, it will be accompanied by analysis, application and discussion. The curriculum will be designed in such a way so as to include all the disciplines such as art, language, literature, sports, science and ethics. This will ensure students achieving their potential to the fullest in all areas and fields.

Check Your Progress

1. What was the aim of education during the Vedic period?
2. What was the aim of education during the Upanishad period?
3. Name the three methods of teaching in the Upanishad period.
4. What was the motto of education during the Brahmanical period?

2.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

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1. The aim of education during the Vedic period was to attain salvation (*Moksha*).
2. The aim of education during the Upanishad period was:
   a. To enable realization or true knowledge and achieve the absolute
   b. To meditate and think
3. The three methods of teaching in the Upanishad period were:
   a. Sharvan (learning)
   b. Manan (meaning)
   c. Nidisdhyasan (realization and experience)
4. The motto of education during the Brahmanical period was 'simple living and high thinking'.

2.4 SUMMARY

- As we know, in ancient India, the style of education was concentrated on oral method, which implies teachers had to be proficient in oral method of teaching.
- The scope of teacher education influenced the method of training in teacher education programmes. Slowly, the terminological term from teacher training has been replaced with 'teacher education'.
- Compared with the traditional teacher- training programmes, teacher education has moved ahead and is more suitable for the present scenario.
- Teacher education as any other professional programme must be thought of in new dimension in its scope and aim. The twenty-first century provides ample opportunities for development of all round personality even without education.
- When the Upanishad was written, the teacher enjoyed high privileges, but as time passed, the dignity and power of teachers declined.
- In the Vedic period, religion played a prominent role in education. The aim of education then was to attain salvation (Moksha).
- Teachers of Vedic age were men of high calibre in terms of knowledge and spiritual progress. Gurus maintained high reputation in the society.
- In Upanishad period, after the spread of Vedic culture, the sacrificial rituals dominated and the Brahmin priests had the highest position in society.

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- Listening to the spoken words, comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and application were the five steps to realize the meaning of a religious truth practiced in ancient India.
- 'Individual system of education' was followed in gurukuls where the students studied different subjects and in addition had to perform duties like grazing cows, fetching wood from forest, and begging for alms.
- Invasion of the Muslims paved the way for Muslim education in India. Even though Muslim education came into existence, some parts of the country still had the Brahmanical system of education.
- The Muslim rulers started education by opening educational centres called Maktabas (schools) and Madrasahs (colleges).
- During the early periods of the British rule, enormous formal schools came into existence and the need for teacher training was drastically felt.
- In 1826, Sir Thomas Munro had initiated steps to establish teacher training schools in every Collectorate (district headquarters of the government) known as principal schools.
- The secretary of Bombay in 1845 opened a normal class in Elphistone institution. This was opened for forty primary teachers which included fifteen Marathi, fifteen Gujarati and ten Kanarese.
- At the end of the World War in 1917, the Calcutta University Commission was set up to look into the quality of teaching in Calcutta University under the leadership of Sir Michael Sadler.
- Sadler Commission recommendations opened new universities in different parts of the country, like in, Mysore, Patna, Banaras, Dacca, Aligarh, and Hyderabad, and some of these universities started with the establishment of Teacher Education Departments. Similarly, the number of teacher training colleges also increased in the country.
- During World War II, the country was facing many political challenges. Abbott-Wood report was published at this time, which had indirect effect on the prevailing teacher education system of the country.
- As a post-war expansion of education after World War II, a new educational scheme called Sargent Scheme was submitted to the Government of India under the leadership of Sir John Sargent.
- In 1956, the government appointed an expert committee with Dr. E. A Pires as Head to design a new syllabus for secondary teachers training. The committee, later known as Pires Committee, published the draft of recommendation, which was accepted at the Conference of the Principals of Training Colleges in 1957.

- In the history of education, another commission was appointed under the chairmanship of S. Kothari (popularly known as the Kothari Commission) to review the education system in 1964.
- The number of school expanded drastically in 1980s which increased the demand for teachers on a large scale.
- The Government of India introduced a new policy, the National Policy on Education in 1986 to reframe the educational system.
- As per recommendations of NPE and POA 1992, a wide number of teacher education institutions have opened which include 461 DIETS, eighty-five CTES and 371 IASE.
- National Council of Educational Research and Training (NCERT) is a premier organization in India to take care of the matters relating to school education and research in education.
- For operating courses like B. Ed and M. Ed, universities generally take permission from NCTE. Academic Staff College organizes refresher courses for education faculties both in general and teacher education.
- The crux of the whole curriculum and pedagogy development and reform through the ages and across different stages is to move the education system from the rote learning to actual understanding of the concept.

2.5 KEY WORDS

- **Monitorial system:** It is an educational system formerly in use by many charity schools that consisted in employing older pupils to teach the younger ones.
- **Collectorate:** In some South Asian countries, it refers to a district under the jurisdiction of a collector.

2.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is the literal meaning of 'Vedas'? Name the four types of Vedas. What do they represent?
2. List the chief characteristics of the Brahmanical period.
3. Write a short note on the contribution of Viceroy Lord Curzon in the development of education and teacher education in India.

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Long-Answer Questions

1. Which three agencies trained teachers during the British rule in India? Explain the process of receiving grants carried out in India during that time.
2. When was the Sargent Scheme established? Discuss its major contributions in the field of education.
3. How was Muslim education introduced in India? Explain how teaching and learning took place in *Maktabas*.

2.7 FURTHER READINGS

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UNIT 3 CURRENT STATUS OF TEACHER EDUCATION

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Structure

3.0 INTRODUCTION

An educational organization performs the momentous role of providing learning experiences to students. Teachers in the institutions play a vital role to bring about these changes. As declared by NCTE (1998) in Quality Concerns in Secondary Teacher Education, a teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage. From this we can infer the importance of teacher training to secure the future of the nation.

The National Curriculum Framework, 2005, places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. Thus, there has been a constant need of teachers in a society as they play a pivotal role in shaping the present and future of the society. This unit, will help you understand the current status of teacher education in India, which has evolved thanks to the recommendations of various committees and commissions.

3.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the current teacher education system in India
- Critically appraise the reforms in the regulatory framework of teacher education system in India

- Analytically study the recommendations of various commissions in the post-independence era

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3.2 CURRENT STATUS, ANALYTICAL STUDY AND CRITICAL APPRAISAL OF VARIOUS COMMISSIONS AND COMMITTEES

We have already discussed various commissions and committees of the post-independence era in the previous unit. Here, we will again touch base on them after doing the analytical study of the current status.

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadyaya Committee (1985), the National Policy on Education (NPE, 1986/92), Acharya Ramamurti Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country.

3.2.1 Legal and Institutional Framework

Within the federal structure of the country, while broad policy and legal framework on teacher education is provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments. Within the broad objective of improving the learning achievements of school children, the twin strategy is to (a) prepare teachers for the school system (pre-service training); and (b) improve capacity of existing school teachers (in-service training).

For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

For in-service training, the country has a large network of government-owned teacher training institutions (TTIs), which provide in-service training to the school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the National Council of Educational Research and Training (NCERT), along with its six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for training of teachers and teacher educators. Institutional support is

also provided by the National University on Educational Planning and Administration (NUEPA). Both NCERT and NUEPA are national level autonomous bodies. At the state level, the State Councils of Educational Research and Training (SCERTs), prepares modules for teacher training and conducts specialised courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers. Apart from these, in-service training is also imparted with active role of the civil society, unaided schools and other establishments.

For pre-service training, the government and government-aided teacher education institutions are financially supported by the respective State Governments. Further, under the Centrally Sponsored Scheme on Teacher Education, the Central Government also supports over 650 institutions, including the DIETs, CTEs and the IASEs.

For in-service training, financial support is largely provided by the Central Government under the Sarva Shiksha Abhiyan (SSA), which is the main vehicle for implementation of the RTE Act. Under the SSA, 20 days in-service training is provided to school teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits. Central assistance for in-service training is also provided to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) under the Centrally Sponsored Scheme on Teacher Education. State Governments also financially support in-service programmes. Several NGOs, including multi-lateral organizations, support various interventions, including in-service training activities.

Implications of the Right of Children to Free and Compulsory Education Act, 2009 on teacher education

The Right of Children to Free and Compulsory Education Act, 2009 has implications on the present teacher education system and the Centrally Sponsored Scheme on Teacher Education. The Act inter alia provides that:

- The Central Government shall develop and enforce standards for training of teachers
- Persons possessing minimum qualifications, as prescribed by an academic authority authorise by the Central Government, shall be eligible to be employed as teachers
- Existing teachers not possessing such prescribed qualifications would be required to acquire that qualification within a period of 5 years

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- The Government must ensure that the Pupil-Teacher Ratio specified in the Schedule is maintained in each school
- Vacancy of a teacher in a school, established, owned, controlled or substantially financed by the Government, shall not exceed 10% of the sanctioned strength.

National Curriculum Framework on teacher education

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as follows:

- Reflective practice to be the central aim of teacher education
- Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas
- Developing capacities for self-directed learning and ability to think, be critical and to work in groups
- Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children. The Framework has highlighted the focus, specific objectives, broad areas of study in terms of theoretical and practical learnings, and curricular transaction and assessment strategies for the various initial teacher education programmes. The draft also outlines the basic issues that should guide formulation of all programmes of these courses. The Framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the Framework. As a natural corollary to the NCFTE, the NCTE has also developed 'model' syllabi for various teacher education courses.

3.2.2 Reforms in Regulatory Framework

The National Council for Teacher Education (NCTE) was constituted under the National Council for Teacher Education Act, 1993 for achieving planning and coordinated development of teacher education in the country, for regulation and proper maintenance of norms and standards in the teacher education system. In the recent past the NCTE has undertaken various steps for systemic improvements in its functioning and in improving the teacher education system:

- Based on the study of demand and supply of teachers and teacher educators of the various states, the NCTE has decided not to receive further

applications for several teacher education courses in respect of 13 States. This has led to substantial rationalisation in the demand-supply situation across States.

- The Regulations for grant of recognition and norms and standards for various teacher education courses were revised and notified on 31st August, 2009. The applications for grant of recognition are now processed strictly in chronological order. The new Regulations make the system more transparent, expedient and time bound, with reduction in discretionary powers of the Regional Committees.
- E-Governance system has been introduced by way of providing online facility for furnishing of applications and online payment of fees. MIS has been developed to streamline the process of recognition.
- The National Curriculum Framework for Teacher Education has been developed keeping in view NCF, 2005.
- Academic support is being provided through preparation of Manual for the teacher education institutions and publication and dissemination of Thematic Papers on Teacher Education.
- Various quality control mechanisms have been developed, including re-composition of the Visiting Teams, periodical monitoring of the teacher education institutions and de-recognition of institutions not conforming to the Norms and Standards prescribed by the NCTE.

3.2.3 Critical Appraisal and Analytical Study of the Recommendations of Various Commissions in the Post-Independence Era

The various commissions that were set up during post-independent era are given below:

- **University Education Commission (1948-49):** Soon after Independence in 1948, the University Education Commission was set up under the chairmanship of Dr. S. Radhakrishnan to study education system of the country and the commission submitted its report in 1949. The Commission recommended to increase the duration of school education from eleven to twelve years and suggested degree courses after completion of schooling.
- **Secondary Education Commission (1952-53):** After the University Education Commission, under the leadership of Dr. A. Lakshmanaswami Mudaliar, the then Vice-Chancellor of university of Madras, a new commission was set up in 1952 to recommend suggestions for the reform of the education system in the country. It was appointed to review secondary education system, but, as a part, it studied the teacher education system and came with innovative recommendation to improve the quality of teacher education.

- **Education Commission (1964-66):** In the history of education, another commission was appointed under the chairmanship of S. Kothari (popularly known as the Kothari Commission) to review the education system in 1964. It expressed its deep concern for poor quality of teacher education and recommended a sound programme of professional education to teachers.
- **National Commission on Teachers (1983):** National Commission on Teachers (1983) under the leadership of Professor D. P. Chattopadyaya suggested the following measures to strengthen teacher education
- **National Policy on Education (1986):** The Government of India introduced a new policy, the National Policy on Education in 1986 to reframe the educational system. The policy recommended complete restructuring of teacher education in the country in terms of its pre, present and post training procedure. New programmes and continuing education was suggested to improve the quality of teachers.
- **Programme of Action (1992):** Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country.

Check Your Progress

1. What is the main function of the National Council of Teacher Education (NCTE)?
2. Under whose leadership was the Secondary Education Commission (1952-53) set up?
3. What are BRCs and CRCs?

3.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country.
2. The Secondary Education Commission (1952-53) was set up under the leadership of Dr. A. Lakshmanaswami Mudaliar, the then Vice-Chancellor of university of Madras.
3. The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers.

3.4 SUMMARY

- The National Council for Teacher Education (NCTE) was constituted under the National Council for Teacher Education Act, 1993 for achieving planning and coordinated development of teacher education in the country, for regulation and proper maintenance of norms and standards in the teacher education system.
- Teacher training is imparted to teachers for different levels of education as the need and necessities of students vary at different levels.
- Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy).
- The aim of teacher education therefore, is to first prepare efficient teacher educators.
- Teacher education equips the student teachers with appropriate knowledge, attitude and skills to function efficiently in their teaching profession.
- The purpose and objective of teacher education and training should be to produce professional teachers who have the theoretical knowledge and understanding, combined with practical skills, competences and commitment to teach.
- Teacher Education curriculum are formulated to give some grooming not only in education but also in behavioural attributes like attitudes, motivation, perceptions, preferences, appreciation and value orientation.
- The integrated teacher education programmes are run by the regional institutes of education for a number of years.
- The practice of teaching during school internship would include not more than four-unit plans per subject.

3.5 KEY WORDS

- **National Policy on Education (NPE):** It was prepared to improve the quality of education in the country and was focused on providing education facilities to all the citizens of the nation.
- **Kothari Commission (1966):** It was an ad hoc commission set up by the Government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education and to advise guidelines and policies for the development of education in India.

3.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. What are the implications of the Right of Children to Free and Compulsory Education Act, 2009 on teacher education?
2. What is the role of Sarva Shiksha Abhiyan (SSA)?

Long-Answer Questions

1. Discuss the status of teacher education in contemporary India.
2. Explain the recommendations of various commissions in the post-independence era.

3.7 FURTHER READINGS

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UNIT 4 HIGHER LEARNING TECHNIQUES

NOTES

Structure

4.0 INTRODUCTION

Teaching is not as simple as lecturing the students. It requires skills and strategies that could make the entire classroom communication easier. This unit will discuss such techniques in detail, namely, the conference, seminar, symposium, workshop, panel and group discussion techniques. These techniques can be employed to make higher learning easier for students.

4.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the different techniques for higher learning
- Explain the conference, seminar, symposium, workshop, panel and group discussion technique
- Discuss the advantages and disadvantages of the conference, seminar, symposium, workshop, panel and group discussion technique

4.2 TECHNIQUES FOR HIGHER LEARNING

There are various techniques for higher learning. Let us discuss the various techniques of higher learning in detail.

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4.2.1 Conference Technique

The term conference when used as a noun means a formal meeting for discussion. In the realm of teaching and learning, conference, seminar, group discussions, symposiums are different ways of providing instruction by making students participate actively in the teaching learning process.

At a conference, discussions are held, innovative ideas are thrashed and new information is exchanged among experts. It can be a national conference for discussing some issues of national concern, international conference in which matters of international arena are discussed and sorted, a video conference in which even if the participants are not at one place they can be contacted through video, an academic conference which is a gathering of scientists or academicians, where research findings are presented or a workshop is conducted and so on. Presentations are done in conferences on the issues decided prior to the conference. Conferences can also be themed conferences or general conferences. Themed conferences are organized around a particular theme while the general covers much broader areas and aspects.

4.2.2 Seminar and Panel Discussion Technique

Seminar method is an instructional technique. It can be termed as an instructional technique involving higher order thinking in which students involve in interaction among themselves on a theme. The teacher generates a situation for a group of individuals to have a guided discussion.

Seminar method can be termed as a structured group discussion method and has been practiced in Indian education system since *gurukul* days. In ancient Indian education system there is description of seminar method teaching learning process in which students got a chance to present their own ideas and also become aware of the others.

According to Francis Bacon, 'Reading maketh a full man, writing an exact man and conference a ready man'. Thus, it can be said that seminar which is a form of conference makes human personality grow. The skills such as reading, writing and talking are essential for the development of personality. The seminar method integrates such skills of reading and writing with presentation skills aiding in overall development. Seminar method can be used to accomplish higher objectives of cognitive and affective domain since it provides the opportunity to integrate the various dimensions and aspects and provides a platform to student teachers to discuss and comprehend things.

Higher order thinking skills require logical thinking, conscious thinking, ability to reflect upon and being creative. Seminar method makes student teachers to be able to achieve these higher order thinking skills and helps in learning by integrating all these processes together. It provides a platform to be able to learn these highly complex processes in a simple and easy manner without being consciously aware that one is acquiring complex cognitive things in a simple manner.

Aims and objectives of seminar method

The aims and objectives of seminar method can be explained under two broad categories—cognitive and affective.

1. Cognitive objectives

- To help student teachers in developing higher cognitive abilities.
- To make student teachers able to respond on the spot, making sound and logical discussions.
- To make student teachers able to express their ideas and thoughts in a logical and coherent manner.
- It makes student teachers able to be clear and unambiguous about one's own thought processes.
- Seminar method also makes the individuals aware of the thought processes of others and their ideas and what approaches they are using. This may help in adopting fruitful thinking strategies for one self.

2. Affective objectives

- Student teachers learn to appreciate, tolerate and give cognizance to the views and ideas of others.
- Seminar method also helps in developing the emotional ability among the participants of the seminar.
- It helps in acquiring the right ways of putting questions as well as of answering questions put up by others effectively. Seminar method along with providing scholastic, academic and intellectual way of discussing things with the ability to learn smart cognitive and affective ways, also help in acquiring the hidden decorum and conducts a discussion or talk on any academic forum in a proper manner.

Types of seminars

Seminars are mainly conducted at higher levels since they require a certain level of understanding and ability of reflection and comprehension on the part of students. However, on the basis of size of the group and organizational features, seminars can be of the following types:

- **Mini seminar:** Mini seminars are generally small and simple. These types of seminars do not require a large audience. Rather they can be conducted in small groups. Teachers have to discuss various things in day-to-day classroom activities. These discussions can be given the shape of a seminar by making the discussion conducted in a more formal way. That is to say mini seminars can be conducted at the classroom level also where the teacher simply needs to give students the opportunity to present their ideas in a more formal way unlike group discussion.

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- **Major seminar:** When the number of participants in a seminar is more the type of seminar can be referred to as major seminar. With the increase in number of participants, the organization required also increases and consequently the term major is used. An example of this type of seminar can be college or school level seminars conducted in which students and teachers participate.
- **National seminar:** National seminar as the name suggests are conducted at the national level. These types of seminars are more formal and demands a more advanced level of organization and prior preparation.
- **International seminar:** International seminars are the one in which there can be participants from around the world. These types of seminars can be conducted by a national or international agency. Theme of these types of seminars have much wider aspects that covers broader areas such as globalization, renovation, atomic energy agreements, policies implementation and modification which can be of interest at the international level. An international seminar can be conducted in central or state institutes and organizations.

  From the above discussion it becomes clear that seminar involves higher order thinking skills and provides student teachers an opportunity to monitor and reflect on their own knowledge as well as the chance to become aware of ideas of others. Along with this, it also provides the student teacher a way to make teaching learning process all the more engaging by making students take part in the seminar method teaching strategies. For the matter of understanding and convenience, seminar method can be divided into three phases:
    - o Pre-seminar phase
    - o Seminar phase
    - o Post seminar phase
- **Activities involved in the pre-seminar phase**
    - o Pre seminar phase is the period in which preparation regarding the seminar to be conducted is done. The following activities are usually done in preliminary stage of seminar.
    - o Selection of the theme of the seminar and its sub-themes as well
    - o Venue (availability of physical facilities etc.), Date(s), and Time (duration of each session) must be decided and finalized well in advance.
    - o The panel of experts, chief guest to be and the participants must be contacted and informed well in advance and their availability and permission must be sought.
    - o The selection of the paper presenter/speakers must be based on the article submitted by them and their professional excellence. Such selected

paper presenter has to be informed with the necessary regulations to be followed by them in the seminar.

- o A compendium of selected papers must be prepared by an expert committee. Activities involved during seminar (seminar phase): Proper arrangement of physical facilities (Stage settings, Seats, Audio-Visual equipment, etc.) available for the participants of seminar must be ensured.
- o Chief Guests, Chair persons of Technical session, Observers and Participants of seminar must be welcomed properly and also be encouraged for their active participation in the seminar

- **Activities involved in the seminar phase**
  - o In the seminar phase, care should be taken that things are happening properly and all the planned things are occurring step by step in the planned manner. For example, there must be a schedule or compendium showing the theme, subtheme, the duration and such information and it must be given to the participants before the beginning of the seminar. There must be proper assistance such as appropriate audio, video equipment such as public address system, overhead projector, LCD projector, etc. for every speaker/paper presenter for smooth presentation.
  - o At the end of the seminar session, it becomes imperative on the part of the organizer to recapitulate the things and present a summary of what have been the theme of the seminar, up to what extent it has been achieved and what are the conclusion or benefits drawn from this seminar for future course of action. A vote of thanks for the presenters as well as the participants should also be done at the end of the seminar to acknowledge the effort each one has put in organizing as well as participating in it.
- **Post-seminar phase**

  The work associated with conducting the seminar does not end with the vote of thanks, rather a good amount of work is required to be done, such as, correction of the presented papers/articles for ambiguities and also if they are meeting the standard and theme or not. The prepared compilation is sent to concerned institutes, firms, agencies for follow up activities. The compendium may also be given to the people of similar interest on request. Proper monitoring and finalization of accounts is also necessary for preparing a clear budget report that can be sent to the auditing committee/ officers for approval and essential actions.

Advantages of seminar method

Some of the advantages of seminar/panel method are:

- Seminar method is learner centred and supports the tenets of constructivism.
- Learners co-construct their knowledge along with the peers or other more knowledgeable people

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- Provides self-structured learning chance since the learner themselves monitor and analyse with the help and support of the experts
- Encourages learning by doing
- Reinforcement is also there in the seminar method which makes the learner much more interested and enthusiastic in achieving the objectives
- Learners can structure their own learning as the teacher or chairperson of technical session plays the guidance and instructional role
- Helps in developing cognitive, affective domains based learning
- Helps in understanding and developing norms of behaviour and their reinforcement
- Participants also develop the attitude of open mindedness as they are able to appreciate and recognize the views of the others.
- Vivid discussion, interactions and interrogations, the spirit of seeking information is also developed and encouraged
- Helps in developing and inculcating the data processing skills, compilation skills, communication skill and other higher order thinking abilities as well
- Also helpful in providing in-depth knowledge regarding a particular event or topic or any such matter of discussion as it provides a platform for holistic, healthy and intellectual discussion.

Disadvantages of seminar method

Some of the disadvantages of seminar/panel method are:

- Not possible to conduct seminar for each topic
- Subject area to be taught must be relevant to the theme of the seminar
- Utmost care needs to be taken to confirm the learning experiences aimed to be inculcated in the students as it must match with the theme of the seminar
- More fit for higher classes; implementation of this method in lower classes is not feasible
- Involves high level of patience and thinking as it demands high level of maturity and balanced mindedness from the teachers.
- Teacher must be resourceful (both in academic and administrative) in nature if the course is to be covered in the stipulated time as time management becomes difficult with this method

4.2.3 Symposium Technique

Symposium is among the higher teaching learning processes. It is also an instructional technique which is used to achieve higher cognitive and affective objectives. The history of the word symposium is quite interesting as the word was earlier used in

a different sense. Plato used this term for good dialogue to present views towards God. In fact, there are also several meanings of the term symposium, one being intellectual recreation or enjoyment. However, in the present context we are using this word in terms of meeting of people to discuss a problem or theme. The definition of the term symposium can be as follows:

- Symposium technique/forum provides a platform for exchange of ideas and in a way act as an instrument for informing audiences
- Crystallizing opinions and arriving at concrete outcomes for drafting policies highlighting values, making judgments and developing understanding

The main purpose of the symposium is to make students and listeners able to comprehend a particular theme or problem in great detail with an attempt to cover all the possible aspects.

Objectives of symposium

The objectives of symposium are:

- To develop an understanding of the various aspects of theme or problem.
- To help in developing the ability to make decisions and judgements regarding any issue as they provide in depth details
- To develop values and feeling regarding a problem
- To help in forming policies regarding a theme or problem

Mechanism of symposium technique

Symposium can be said to be a form of discussion in which a problem or idea or issue is discussed in detail. A problem or issue or an innovative idea may be presented by an individual covering all the aspects and then it is followed by an open discussion in which the topic is thrown open for discussion, suggestions, and recommendations.

The chairman of the symposium introduces the topic, suggests something of importance, and sometimes indicates the general approaches. In fact, it can be said that symposiums serve as an excellent device for informing audiences, crystallizing opinion and in general preparing the listeners to decide policies, value judgment or understanding.

Three conditions are used in the symposium technique:

- Firstly, the organizer must make sure that the speaker is ready and is aware of the rules and procedures of speaking and the way in which the forum is going to be conducted. The listeners and audiences must also be aware of the theme of the discussion and have some background knowledge.
- Secondly, the chairman or whosoever is responsible for preparing the agenda, should not attempt to stack the cards by omitting or ignoring vital problems while selecting or delegating speakers.

- Thirdly, the chairman in all the forum situations must plan very carefully the questioning period that follows the prepared speeches.

Scope for the use of symposium technique

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The symposium technique can be used to realize the higher cognitive and affective objectives. The following can be the main topics on which symposium can be conducted and used:

- Use of television for education
- Scope of distance education in our education
- Use of essay and objective type tests
- Semester system in education
- Causes of students' unrest
- Quality control of educational research
- Use of micro teaching in teacher education
- Use of team. teaching in schools
- Use of action research in classroom teaching
- Scope of education technology in our education

The nature of the topic should be such that the audience should be interested in the theme.

Advantages of symposium technique

The symposium technique has the following advantages:

- Helps in developing an insight for the problem by providing in depth understanding of a topic or a problem.
- In symposium methods the listeners also get an opportunity to take decision about the problem.
- It is generally used for higher classes for specific themes and problems.
- It develops the feeling of cooperation and adjustment.
- The higher order objectives such as of synthesis and evaluation (creativity) can be achieved by employing the symposium technique.

Limitations of symposium technique

This technique suffers from the following limitations:

- The chairman has no control over the speakers.
- The presenter can present any aspect of the theme or problem.
- Different aspect of the theme are presented simultaneously and at once. This may overwhelm the listeners with too many new ideas at once and they may not be able to understand the theme correctly.

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- While the presentation continues the listeners remain passive in the symposium. They are given opportunities to seek clarification and put questions after presentation but this may lead to slip of any crucial question on the part of listener which suddenly pops up on listening to some aspect of the presentation and might lose its relevance at the later time.
- The discussion and presentation of theme, is not summarized at the end. The participants take decision according to their own. Hence only mature people can make use this technique.
- This technique is employed to achieve the higher objectives.

4.2.4 Workshop Technique

Workshop method is a way of providing instruction in which student teachers are given opportunities to work on their own. The framework for a workshop model that can be used is as follows:

- **Warm up:** At this stage the teacher may give a brief assignment to students that can be done independently for making them ready for learning.
- **Mini lesson:** Mini lessons orient the student teacher towards the aims and objectives of the workshop and also towards the basic contents of the workshop. It may include the following things:
  - o Teaching of a key concept
  - o Demonstrating the things if there is need
  - o Expectation of the completed work

The mini lesson is followed by making students work independently in small groups or on their own. This is followed by share session with the main focus on recapitulating what is taught and learned during the day.

4.2.5 Group Discussion Technique

According to Ekwall and Shanker, author of *Reading Inventory* (1988), people only learn 20 per cent of what they hear, but they learn 70 per cent of what they say as they talk and 90 per cent of what they say as they are engaged in doing something. This makes the strategy of brainstorming that is, having a group discussion to produce ideas a necessity in the present educational scenario if one want students to comprehend and remember the content and compete in the world arena.

When students have opportunities to brainstorm ideas with their peers without the fear of criticism, then it will increase their comprehension and higher-order thinking skills. Therefore, brainstorming becomes a necessity in teacher education. Student teachers need to be made to have group discussion and generate ideas in the teaching learning context so that they can also use the same to deal with their students in the classroom. One of the most powerful ways that students process new information is to talk about it with their peers. When used as a formative

assessment strategy and students are engaged in collaborative conversations, discussion supports many of the common core state standards, such as speaking and listening (McLaughlin & Overturf, 2013).

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Brainstorming makes use of an informal approach to problem solving with lateral thinking. That is it can be referred to as a mind tool. It helps people to come up with thoughts and ideas that can be apt or may seem useless. With discussion some of these ideas can be crafted into original and creative solutions to a problem, while others can spark even more ideas. This gives a broader arena to think in different ways towards a problem going beyond normal ways of thinking. Therefore, it is suggested that during brainstorming sessions, student teachers should not or in fact, should completely avoid criticizing or rewarding ideas. In brainstorming the approach is mainly to open up the possibilities towards approaching a problem and moving beyond the assumption of the limit of a problem. There can be various ways towards a problem and not a single way is final and correct. Judgement and analysis are not done in brainstorming since this can hinder creativity and generation of fresh, unbiased and innovative ideas.

Brainstorming can be:

- **Individual brainstorming:** When we try to see group brainstorming and individual brainstorming together it will become evident that as compared to normal group discussion brainstorming sessions are more effective. However, several research findings supports that individual brainstorming yields better results more often than group work. The reason behind this may be the fact that in group brainstorming there are chances that there might be bad behaviour and in the process hamper the overall discussion.

  Sometimes people become so critical and focused on other peoples' ideas that they are unable to generate their own creative ideas which results in 'blocking'. This may result in having a negative effect on the brainstorming process rather than having a positive one. In individual brainstorming there is no point of worrying about what the other person is thinking or not thinking, one does not have to worry about the egos or opinions of others, and thus it can be said that it enhances freeness and is more creative. However, one of the major shortcomings of individual brainstorming is that one does not have a wide arena to think of taking into cognizance the view point of others as well. So this may result in narrow vision towards an idea and thus may affect the outcome negatively.

- **Group brainstorming:** Group brainstorming allows one to have access to a vast repertoire of ideas and creativity. In this type of brainstorming if one person or member of the group gets stuck at one point then the other members can break the limit and can impart a different dimension. So, it can be said that the ideas generated through group brainstorming have greater depth than individual brainstorming as there are chances of viewing various perspectives and dimensions.

In group brainstorming there is also the aspect of feeling of self-content as it helps everyone to feel that they have contributed to the solution. It also reminds contribution of others as well. Group brainstorming also helps in developing team feeling and can be a way of solving a problem with ease and without much tension. However, group brainstorming requires proper and disciplined way of approaching the problem as absurd suggestions may also appear lacking in depth knowledge and value. This may result in deviation from the main point. This needs to be controlled and taken care of.

People from different arenas help in generating diverse ideas and a disciplined approach. To use brainstorming as an instructional strategy in the teacher education the following steps can be followed:

- **Step 1: Preparation of the group:** The preparation phase is the most crucial one. It is correctly said that 'well begun is half done' and it also applies in conducting a brainstorming session. Preparation phase involves taking into consideration several things like when and where the brainstorming session can be conducted. For example, while teaching how the teacher educator can use a context or topic to start brainstorming.
- **Step 2: Presentation of the problem:** The problem or the direction towards which the discussion has to be taken should be clearly defined since there are ample chances of deviating from the proposed or desired discussion in group discussion.
- **Step 3: Guidance to the discussion:** This is a very important step in brainstorming session as there are chances of getting deviated and also chances of hurting or not giving attention and importance to ideas of others and just emphasizing one's own without taking others perspectives. So overall it can be said that there are shortcomings to this approach such as:
  - o It is time taking
  - o Can result in deviation i.e. moving away from the desired discussion
  - o Can cause one to have low self-esteem if one does not find that one's idea is not being appreciated

  But in spite of all this, brainstorming has great potential of developing higher order thinking skills and thus can be termed as an apt method to be used in teacher education curriculum for making prospective teacher, think and analyse things taking a broader perspective and approach and giving weightage to all the ideas.

Overall it can be said that proper management, fostering of creativity, lack of criticism and judgments are the key aspects of brainstorming technique. This technique may prove to be very helpful in finding radical solutions to problems if managed properly. A synthesis of individual and group brainstorming sessions can be a better approach to deal with an issue.

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Check Your Progress

1. Define workshop method.
2. What are the different types of seminars?
3. What is a conference?
4. What are the main characteristics of symposium technique?
5. What are the two kinds of brainstorming?

4.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Workshop methods are a way of providing instruction in which the student teacher is given opportunities to work on their own.
2. Mini seminar, Major seminar, National seminar, International seminar are the different types of seminars.
3. A conference is held for people working in the same company or industry. They come together to discuss new trends and opportunities pertaining to the business.
4. The symposium technique has the following main characteristics:
   a. It provides the broad understanding of a topic or a problem.
   b. The opportunity is provided to the listeners to take decision about the problem.
5. Brainstorming are of two types:
   a. Individual brainstorming
   b. Group brainstorming

4.4 SUMMARY

- The term conference when used as a noun means a formal meeting for discussion. In the realm of teaching conference is a way of providing instruction by making students participate actively in the teaching-learning process.
- Seminar method is an instructional technique. It can be termed as an instructional technique involving higher order thinking in which students involve in interaction among themselves on a theme. The teacher generates a situation for a group of individuals to have a guided discussion.
- Symposium/Panel discussion is among the higher teaching learning processes. It is also an instructional technique which is used to achieve higher cognitive and affective objectives.

- Symposium technique/forum provides a platform for exchange of ideas and in a way act as an instrument for informing audiences.
- Symposium can be said to be a form of discussion in which a problem or idea or issue is discussed in detail. A problem or issue or an innovative idea may be presented by an individual covering all the aspects and then it is followed by an open discussion in which the topic is thrown open for discussion, suggestions, and recommendations.
- Workshop method is a way of providing instruction in which student teachers are given opportunities to work on their own.
- When students have opportunities to brainstorm ideas with their peers without the fear of criticism, then it will increase their comprehension and higher-order thinking skills. Therefore, brainstorming becomes a necessity in teacher education.

4.5 KEY WORDS

- **Seminar Method:** It is an instructional technique involving higher order thinking in which students are involved and the teacher generates a situation for a group of individuals to have a guided discussion.
- **Symposium:** It is a form of discussion in which a problem or idea or issue is discussed in detail followed by an open discussion in which the topic is thrown open for discussion, suggestions, and recommendations.
- **Brainstorming:** It is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

4.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. State the limitations of symposium technique.
2. Write a short note on workshop technique.
3. What do you mean by individual brainstorming?

Long-Answer Questions

1. Explain the symposium method in detail.
2. Describe the phases of symposium technique.
3. Discuss the characteristics of group discussion technique.

4.7 FURTHER READINGS

NOTES

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BLOCK - II
STRUCTURE, NORMS, GUIDELINES AND AGENCIES OF TEACHER EDUCATION PROGRAMMES

UNIT 5 STRUCTURE OF TEACHER EDUCATION

Structure

5.0 INTRODUCTION

It goes without saying that teacher education should be based on the different levels of education system. This constitutes pre-primary, primary, secondary and higher level stage. The whole structure of teacher education is such that it includes varied disciplines such as philosophy, social science and psychology.

In this unit, we will discuss significant points regarding different stages of education and salient features of such an education.

5.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the structure of teacher education
- Explain the aims and objectives of teacher education at elementary, secondary and tertiary level
- Discuss the salient features, relevance, flexibility integration and interdisciplinary

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5.2 AIMS AND OBJECTIVES OF TEACHER EDUCATION AT ELEMENTARY, SECONDARY AND TERTIARY LEVEL

The following are the general objectives of teacher education programmes:

- Building an interest among pupil teachers in philosophical, psychological and sociological principles relevant to elementary education, i.e., understand the learner, the teacher's role and the teaching-learning process
- Developing skills for teaching integrated environmental studies, inter-relationship between social sciences and science and technology
- Inculcating language skills and speech, and develop an aptitude to listen to enable teaching languages effectively and creatively
- Enabling student teachers to plan and organize physical activities such as sports and puppetry shows
- Enabling them to inculcate values within the classroom and outside
- Enabling pupil teachers to remain lifelong learners and develop the attitude to learn among learners
- Developing the ability to solve problems of the learners such as social, interpersonal and emotional
- Enabling student teachers to establish bonds with parents and the community to strengthen school programmes
- Enabling students to undertake research projects
- Training students to meet requirement of learners with special needs
- Developing concern to spread education among the weaker and deprived groups of learners
- Developing skills to contribute effectively in Sarva Siksha Abhiyan (SSA)
- Training students to practice hygiene and maintain good health
- Developing awareness regarding conservation of environmental resources and life and preservation of historical monuments and other cultural heritage
- Preparing them to play the role of an agent of social change in the community
- Preparing them to not only act as a leader of the student community but also as a guide to the wider community
- Preparing student teachers to be able to liaison between the school and the community
- Developing understanding, interests, attitude and skills which will enable them to foster all-round growth and development of the children under their care

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- To help develop a warm and positive attitude towards the growing children and their academic, socio-emotional and personal problems
- Developing an understanding of the objectives of student teaching in the Indian context and awareness of the role played by schools in achieving the goals of developing a democratic, secular and socialistic society
- To develop competency in teaching on the basis of accepted principles of learning and teaching
- Keeping abreast with the latest trends in the knowledge of the subject he teaches and the techniques of teaching the same
- Developing communication, psychomotor skills and abilities that will enable them to promote learning inside and outside the classroom

5.2.1 Pre-primary Stage

Pre-primary stage is not the stage for formal education. Hence, literacy is not the concern though it prepares students for elementary education. At this stage, learning is characterized by activities performed in groups, using Play-way methods, language, number games and activities intended to promote socialization and environmental awareness. All these are done to develop physical, mental and emotional aspect of the child. Approaches in developing life skills and formation of good habits need to be addressed with great care. Some points to be kept in mind are:

- It is required to acquire theoretical and practical knowledge about early childhood education.
- It is required to develop understanding of the major principles of child growth and development with special reference to the environment of the child.
- It is required to apply this understanding and knowledge to the education of young children under the Indian conditions, namely, rural, urban and industrial.
- It is required to develop skills of communication such as telling stories, explaining situations, etc.
- It is required to develop skills of taking care of the physical and emotional health of young children by creating a conducive environment.
- It is required to possess skills of developing simple visual aids from waste and indigenous material.
- It is required to understand the home environment of the children and develop an amicable home-school relationship for mutual benefit.
- It is required to possess knowledge and develop skills providing a variety of learning experiences through the organization of musical, rhythmical and dramatic activities.
- It is required to understand the role of school and of the teacher in changing the society.

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5.2.2 Primary Stage

Elementary education holds a key position in the education system due to the significant contribution it makes to national development. Children are admitted at this stage after completing pre-school education. They are usually first generation learners who can be from various social strata. It is the nursery of inculcating values such as patriotism, morals and development of appropriate behaviour and life skills. The impressions acquired during this stage generally remains throughout the life. Following are some of the rules of this stage:

- To gain competence in first and the second language, this can be the mother tongue or the national language, mathematics, social sciences, environmental studies and nature
- To develop skills in identifying, selecting and organizing learning experiences for teaching the above mentioned subjects in formal and non-formal situations
- To gain theoretical and practical knowledge on health, physical and recreational activities, art and music, and skills for conducting these activities
- To develop understanding of the psychological principles underlying the growth and development of the children of the age group six-plus to fourteen-plus years
- To understand the principles which help in promoting cognitive psychomotor and attitudinal learning
- To understand the role of the home, the peer group and the society in shaping the personality of a child, and help develop an amicable home school relationship for mutual benefit
- To understand the role of school and the teacher in changing the society

5.2.3 Secondary Stage

Contemporary India has taken a fresh and more significant look at the role of education within the framework of overall national development. Educational goals synchronize with the national goals of development which seeks to develop human resources. Development of human resources can be achieved through organized teacher education programmes. Hence, the following objectives have been set:

- To maintain continuity of elementary education and prepare students to study diversified courses and appropriate selection of subjects at the senior secondary stage
- To empower pre-service teachers to adopt disciplinary approach in teaching, and develop interest in them
- To prepare them in the use of Information and Communications Technology (ICT), its advantages, disadvantages and safety measures
- To bridge the educational and cultural gap between the affluent and poor schools through appropriate educational approaches

- To develop patriotism, and recognize the country's contribution to the world
- To develop understanding among pre-service teachers on the nature of subjects
- To create awareness on environmental protection and need to maintain an ecological balance
- To help students to hold on to the main thrust of the curriculum and develop appropriate transactional and evaluation strategies for the same
- To enable the pre-service teachers to familiarize and sensitize the students with care and caution about life skill education, HIV/AIDS preventive education, and reproductive health
- To sensitize them to improve the quality of education by building the capacity to undertake action research to solve problems and to evolve culture specific and community oriented pedagogy
- To facilitate them to evolve happy and healthy school and community relationship
- To make student teachers to understand not only the subject but also the unity of knowledge among different subject
- To develop among student teachers an integrated and holistic approach in the teaching of social sciences and sciences and technology
- To empower student teachers to know how learners construct knowledge
- To develop among student teachers the skills of communication and language proficiency
- To help student teachers to acquire a repertoire of strategies, competencies and skills for transaction and evaluation
- To develop among student teachers the competencies in using locally available educational resources
- To develop among student teachers the skills of ICT and making use of Internet for enrichment of knowledge content
- To enable student teachers to promote self-learning/mutual learning in and outside the classroom in order to eventually become independent learners
- To develop among student teachers skills of lifelong learning for their professional development
- To inculcate among student teachers social, cultural, aesthetic, moral and spiritual values and scientific approach and skill of integrating and transacting these
- To develop among student teachers the competency to deal with learners with special educational needs leading to inclusive education
- To make student teachers appreciate the contribution of India to world's civilization and vice-versa in various walks of life

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- To enable student teachers to establish rapport with parents and the community to ensure reciprocity for the development of both
- To enable student teachers to acquire skills for guidance and counselling
- To develop among student teachers the competency of conducting action research for total quality improvement
- To enable student teachers to integrate values in all subjects/activities
- To develop among student teachers awareness and sensitivity towards environment concern and promoting skills for meeting environmental challenges
- To enable student teachers to develop competencies for an error-free, responsive and transparent evaluation

5.2.4 Higher Secondary Stage

Higher secondary education occupies a unique position in the system of education. Based upon the foundations of secondary schools, it is a stepping stone to higher education on the one hand and to the world on the other. The students become mature enough to take decision about their further education and their interests, aptitudes, goals and needs become more crystallized. Higher secondary or +2 level education offers two streams—academic and vocational. Students joining vocational stream often enter the world of work and take advance courses in vocational and technical institutions.

Students joining academic stream often make their way to higher education or professional education. Subjects in the academic stream are taught as independent disciplines and not thematically or in an integrated fashion. The academic and vocational streams available at the higher secondary stage have specific objectives but there is a need to ensure that appropriate linkages are maintained and strengthened between the two.

The existing pre-service teacher education programme is preparing the teachers to teach at the elementary and secondary stages only. There is no provision to prepare teachers for higher secondary stage. Therefore, there is a need to have a separate teacher education programme for student-teachers of higher secondary stage. As there are two streams—academic and professional—at higher secondary stage, pre-service courses need to be organized for both the streams.

Higher Secondary Education: Major thrusts

The NCFSE-2000 (National Curriculum Framework for School Education) realizes the criticality of higher secondary education. It suggests definite approaches and opens new vistas by indicating its thrust areas. This stage makes clear demarcation of educational streams—academic and vocational—yet simultaneously adopts a flexible approach to permit lateral access, the characteristic of a healthy system. It ensures that appropriate linkage between the two is not only maintained but also systematically strengthened, through bridge courses.

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For academic stream, the course includes:

- Foundation course (language and literature, work education, health and physical education)
- Three elective subjects from a large number of academic disciplines:
  - o Language
  - o General foundation course
  - o Health and physical education and
  - o Vocational electives having certain common as well as stream-specific objectives

Both these streams aim at establishing coordination between life and learning. The NCFSE-2000 recommends semester and credit system. It clearly enunciates the objectives of higher secondary education required for higher academic and vocational competencies and skills.

Objectives: Academic stream

The general objectives of higher secondary teacher education (academic stream) may include the following:

- Developing among student teachers the capacity to understand the place of academic stream and developing a correct perspective of its nature, purpose and philosophy
- Familiarizing student teachers with effective techniques of transaction and evaluation, especially in the context of learners reaching the final phase of adolescence
- Empowering student teachers to develop strategies to promote discipline-wise learning as well as to appreciate linkages among different subjects
- Making student teachers capable of using need-based ICT
- Empowering student teachers to guide learners for self-study, reference skills, group work/mutual learning, critical thinking, abstract conceptualization and application of knowledge by adopting various methods such as project work and tutorials
- Enabling student teachers to integrate values in all subjects/activities in the classroom and outside the classroom
- Developing among student teachers awareness and sensitivity towards environment concern and promoting skills for meeting environmental challenges
- Enabling student teachers to acquire skills for guidance and counselling
- Developing among student teachers the competencies of conducting action research for total quality improvement

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Objectives: Vocational stream

The general objectives of higher secondary teacher education (vocational stream) may include the following:

- Developing among student teachers a proper perspective towards work ethics
- Making student teachers understand nature, purpose, philosophy, perspectives and problems of vocational education
- Enabling student teachers to understand the emerging vocational needs of the society
- Enabling student teachers to combine world of work and learning
- Developing among student teachers the capacity to establish proper linkages between school, society, industry, agriculture and environment
- Empowering student teaches to acquire competencies, commitment and performance skills for effective management of vocational education
- Developing among student teachers right attitudes and skills of entrepreneurship
- Enabling student teachers to undertake community survey for assessing new vocational needs and establishing coordination with relevant agencies and voluntary organizations

5.2.5 Implications for Pre-service Teacher Education

Some of the significant implications emanating from the above objectives are:

1. **Curriculum content and transaction:** The NCFSE-2000 suggests changes which have implications for teachers of both the streams. It gives a new direction for selecting objectives, curriculum, transactional strategies and evaluation system. Curriculum content of teacher education and its transactional strategies will be stream-specific, though there would be some commonality between the two. The thrust areas of NCFSE-2000 and role of teacher education will be the main focus of teacher education curriculum and its mode of transaction.
2. **Academic stream:** The curriculum content of teacher education will require formulation of its foundation courses incorporating latest development in different areas. Its objective would be to help student teachers become capable of clear and critical thinking and relate their teaching to the needs of specific disciplines and those of the society.

   New developments in these areas need to be appropriately reflected in the course components of anthropology, bio-chemistry, bio-physics, life sciences, neurology and genetics. These shall have to be given proper place to enable student teachers for developing proper understanding of learners.

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Relevant contents from history and comparative education will enable student teachers in developing proper understanding of learners. It will also enable student teachers to have an idea of the development of educational system in India and abroad. Components from economics of education will have to be included for enabling student teachers to understand the contribution of education towards national development.

The inclusion of educational planning and management will develop among them understanding of the merits and shortcomings of education in these fields. Emerging trends in Indian society and economy, i.e., globalization, liberalization, privatization, disinvestment need to be studied appropriately. In addition, concerns like ecological imbalances, environmental degradation also have to be studied in their socio-cultural-economic context. Methods of teaching should include pedagogical analysis, ICT, new evaluation techniques and modern approach to curriculum transaction.

While transacting the curriculum of teacher education at this stage, the following considerations need to be kept in mind:

- Demands of theoretical and practical components of teacher education along with their objectives
- Compulsions of knowledge society with its emphasis on learning to learn and learning to live together
- Rapidity of change in theory and practice of education

The imperative would be to integrate theory and practice and make transactional strategies discipline-oriented. Student teachers need proper understanding of this approach. A synthesis between teacher education institutions, school-based and community-based approaches and also between independent study and group learning has to be achieved. Student teachers need to be encouraged to give seminars and organize workshops. Library and laboratory work should be given due consideration. Practice teaching and practical experiences should be provided in realistic situation in the school and be jointly supervised by school teachers and teacher educators.

Student teachers need to be encouraged to undertake projects and action research. Interactive approach, group discussion, cooperative learning and audio-visual demonstration assume a central place in the process of curriculum transaction. Student teachers should participate in classroom teaching during internship in teaching programme. Innovative training methodologies have to replace traditional ones. Initiative has to come from student teachers who have to become active participants in the process of curriculum transaction. The goal in this regard would be to develop teaching competencies, commitment and performance skills among student teachers.

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3. **Evaluation:** Evaluation has to be made scientific in approach, transparent, continuous and comprehensive. Both formative and summative evaluations using appropriate tools and techniques would need to be utilized. Transparency of evaluation and seeking involvement of student teachers through practice of peer evaluation and self-evolution viz-à-viz evaluation by the teachers needs to be ensured. A proper balance between internal and external assessment has to be struck. Due weightage has to be given to assignments projects and action research in evaluation of theoretical and practical components of teacher education. The principal and school teaching staff may be involved in the assessment of the work of student teachers during internship period.

   Evaluation shall be flexible. It must include scholastic and co-scholastic components and the assessment be made through grades. Peer evaluation and student teachers' own involvement in their evaluation will be helpful in generating transparency of the process. A detailed evaluation sheet containing all the scholastic and co-scholastic achievements of student teacher need to be prepared for which a variety of tests and tools need to be constructed.

4. **Vocational stream:** The content of teacher education for elective vocational subject has to be functional. The need for effective vocational education hardly needs reiteration. It shall be related to theory and practice of a vocation. In addition to the components for developing skills and competencies for achieving success in a vocation, its broad principles may also be taught to student teachers.

The relationship between academic and vocational education and development of aesthetic sensibility is taken care of. Teacher educators may be oriented for course components like teaching salesmanship, market survey, advertising; elementary accountancy, office management, art of business correspondence, business ethics, financial management, and these components will have to be included in the curriculum. Inculcation of entrepreneurship skills and organizational management skills will have to be included.

Components of vocational and industrial psychology, sociology of work and philosophy of vocational education need to be integrated in the curriculum. Development of vocational competencies and skills would constitute an integral part of the programme.

At present no pre-service teacher education facilities are available for the training of vocational teachers. Most of the training of vocational teachers is done through in-service programmes. This situation needs to be thoroughly examined. The existing in-service teacher education programmes may not be adequate for skill development commensurate with the needs and equipment of teachers of vocational stream. Training of vocational teachers through in-service programmes is generally limited to a few demonstrations, workshop practices, and occasional

visits to vocational and industrial sites, field work, and market surveys. It is obvious that programmes of short-term duration, can be undertaken only at peripheral level.

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Student teachers need to work in actual situation as apprentice to refine their skills. The potentialities of workshops, laboratory and expertise from the community may be mobilized and used in the transaction of the curriculum. Practice teaching needs to be arranged in real work situation and student teachers will have to undergo an intensive programme of internship. There are four stages, namely:

- **First stage**: Teacher-education at pre-primary, primary, junior, secondary and collegiate stages
- **Second stage or M.Ed:** Teacher-education for those who have completed B.Ed courses
- **Third stage or M.Phil.:** Teacher-education for those who have passed M.Ed. course
- **Fourth stage or innovation stage:** After completing M.Phil, each individual student is expected to select some educational problem and has to present the problem in the form of a thesis

5.2.6 Salient Features, Relevance, Flexibility Integration and Interdisciplinary

Teacher education is a necessary part of the whole educational system. However, its requirements change according to the level of education, namely, pre-primary, primary, elementary, secondary, higher secondary and tertiary. This is because needs of the students vary with each level, with their age and capacity differing from level to level. Teacher education leads to improvement in the teaching skills of teachers. Along with the theoretical and practical knowledge related to their subjects, they are also provided with specialized training to deal with students who are interested in their profession. Hence, teacher education is an indispensable part of the educational system. In order to adequately prepare potential teachers, the knowledge system needs to be specialized and diversified at each level.

Triangular basis of teacher education

Now, the question arises, how to create such an efficient knowledge system. This can only be done with a high degree of understanding of academic matter, which is related to teacher education at every stage. This includes a careful selection of study material from different disciplines, which is relevant to education. Those disciplines include sociology, psychology, and philosophy. These disciplines are helpful in the training of teachers, so that they may efficiently educate students later in their lives.

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These disciplines are necessary as philosophy helps to gain insight into the different schools of thought when it comes to education and its various characteristics. The sociological part helps in the understanding of the role of society in the education system of the whole world. The psychological part is obviously beneficial for the interaction between teachers and students. With this, teachers won't only be able to understand their students properly but also would gain insight into their own personalities-their strengths and weaknesses, whey they then can utilize to teach properly.

Check Your Progress

1. What is the benefit of synchronizing of education goals with national goals of development?
2. Which two streams are offered by higher secondary stage of education?
3. How can the knowledge system required for training teachers be created?

5.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Synchronizing education goals with national goals of development helps to develop human resources.
2. Higher secondary stream of education offers two streams, namely, academic and vocational.
3. Knowledge system required for training teachers can only be created with a high degree of understanding of academic matter, which is related to teacher education at every stage. This includes a careful selection of study material from different disciplines, which is relevant to education.

5.4 SUMMARY

- Through training, the teachers also learn effective classroom management skills, use of instructional materials and good communication skills.
- Pedagogical theory is based on psychological, philosophical and sociological aspects that would help teachers to have a sound basis for using teaching skills in the classroom.
- Teacher education is a combination of the three components mentioned above, which after better training help teacher educators to develop the right kind of skills, beliefs, calibre, attitude and other skills required to become a better teacher.

- Teacher education programmes are continuous in nature, which means it starts with orientation followed by practice session, and finally, updation of the skills developed as part of the training programme.
- Teacher education's curriculum has sound meaningful theoretical bases which suits the practical situations at a later stage.
- A country like India has developed teacher training programmes which meet the requirements at various levels, i.e., pre-primary to higher secondary.
- Teacher education is a necessary part of the whole educational system. However, its requirements change according to the level of education. This is because needs of the students vary with each level, with their age and capacity differing from level to level.

5.5 KEY WORDS

- **Play-way Method:** It is a method of learning that enables overall development of the child by developing in terms of feelings, intellect and skills parameters. It not only focuses on subjective development but the emotional development of the child as well.
- **Sarva Shiksha Abhiyan (SSA):** It is an Indian Government programme aimed at the universalisation of primary education 'in a time bound manner', the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 a fundamental right.

5.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. List the of objectives teacher education for secondary stage.
2. Write a short note on pre-primary stage in formal education.
3. What are the four stages of teacher internship?

Long-Answer Questions

1. Evaluate the general objectives of teacher education programmes.
2. Discuss the objectives of academic and vocational stream of higher education.
3. Compare and analyse teacher education for pre-primary stage and primary stage.

5.7 FURTHER READINGS

NOTES

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UNIT 6 NORMS AND GUIDELINES

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Structure

6.0 INTRODUCTION

The demand for education and training has increased phenomenally in the recent years. In-fact knowledge explosion in all the fields has increased the demand for education many folds making individuals eager to educate themselves among the hustle and bustle of daily life activities. A number of schools and colleges have opened to meet the ever increasing demands. The government is also taking up initiatives and making various recommendations to meet the increasing educational demands.

We have seen teachers are groomed in specialized subjects. But why is this preparation needed? What is the need of training programmes for teachers? These questions point to the need of quality of teacher education curriculum. It is an accepted notion that teacher competence in respect to subject expertise and professional skills determine the quality of teacher education in a country. In this unit, we will discuss the norms and guidelines for teacher education at different stages of curriculum and will also focus on current curricula and reforms proposed by NCTE and NCERT.

6.1 OBJECTIVES

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After going through this unit, you will be able to:

- Understand the norms and guidelines for teacher education at different stages
- Evaluate the current curricula and reforms proposed by NCTE and NCERT
- Discuss the levels and types of teacher education courses

6.2 NORMS AND GUIDELINES FOR TEACHER EDUCATION AT DIFFERENT STAGES

The Parliament appreciated the role of quality teacher education in providing quality teachers for quality school education and passed an Act in 1993 for setting up of the National Council for Teacher Education (NCTE) as a statutory body. The broad mandate given to the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. The Act has given the council statutory powers for framing regulations required for planned and coordinated development of teacher education and issues connected with the professional role of teachers. Since the inception of the NCTE, regulations have been framed from time to time for carrying out the functions assigned to it in the Act. The regulations that have been issued broadly cover qualifications for appointment of teachers for different stages of school education, the norms and standards for professional development of teachers and teacher educators through teacher education programmes, procedure for grant of recognition to institutions by the Regional Committees for conducting teacher education programmes through face-to-face and distance education modes, fixation of fees for teacher education programmes, etc.

The responsibility of regulating quality of teacher education through norms and standards came to the NCTE when teacher education system had already seen its mushroom growth. Teacher education underwent expansion in different parts of the country that too in heterogeneous conditions and was even used by some institutions as a money spinner programme, as surplus of income over expenses could be ensured by running it in a diluted form. Role of NCTE was generally perceived as a threat, as it involved conflict of interests, and was opposed as it curbed unfettered freedom for exploiting teacher education for commercial purposes. It is to the credit of the NCTE that the principal stakeholders in the quality of teacher education, the state governments, the universities and the school system, have appreciated the importance of the role of the NCTE in determining the norms and standards of the teacher education programmes and putting in place a structured system for regulating programmes of teacher education as per regulations on norms and standards.

6.2.1 Curricula and Reforms

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The curriculum of professional programme is a road map available to teacher education institutions for transforming students having the required entry qualifications into the teachers as per the profile. The norms and standards of pre-service teacher education programmes lay down the guidelines for setting up an institution with the minimum facilities required for transacting the curriculum of that programme effectively. In operational terms NCTE recognition process ensures that an institution, which wants to start a programme in teacher education, possess the essential physical and instructional infrastructure for developing skills and competencies through effective transaction of the curriculum of that programme. Broadly, the regulations lay down the admission eligibility, calendar of instructional activities to be arranged during the course, qualifications of teachers for the course and the instructional facilities such as the classrooms, laboratories, library, hardware and software required for using online and offline learning resources etc. It may be appreciated that the NCTE norms and standards ensure the necessary conditions required for transaction of the programme; but whether a recognised institution is effectively transacting the programme can be best assessed by the potential employers of the products of that institution and the examining body of that course. The employers would look for the competencies and skills, which the professional programme is expected to develop and the examining body ensures through a system of assessment the level of attainment of the curricular objectives.

One of the reliable indicators of the quality of pre-service teacher education imparted by any institution is that of the acceptance of its products by the school system, as it would employ only those students of that institution as teachers who meet its requirements. Thus, the quality of performance of its alumni establishes the reputation of a teacher education institution. It may be appreciated that the NCTE determines the norms and standards for a programme by consulting experts and the existing institutions running that programme. It has evolved a system of self-appraisal by its recognised institutions. Feedback received from the institutions through their annual self-appraisal reports reveals the ground realities of implementation of the conditions of recognition and is used as input for making the norms and standards for raising the quality of the programme realistically. All the same it was felt that a system of rating by an independent autonomous body recognising teacher education institutions will bring credibility in functioning of the institutions and the quality of the programme.

Check Your Progress

1. When was the act to set up NCTE passed?
2. Why was the role of NCTE perceived as a threat?

6.3 APPRAISAL OF CURRENT CURRICULA AND REFORMS PROPOSED BY NCTE AND NCERT

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India is a vast country with several types of education such as school education, higher education, technical education, teacher education, medical education, management education, law education, para medical education, distance education. Many national institute/council and regulatory bodies function in India to regulate and govern these various types of education. All the regulatory bodies function under the umbrella of University Grants Commission (UGC). Moreover, the national councils and the regulatory bodies enjoy functioning and decision making autonomy. Lately a fruitful initiation has taken place to propose University Grants Commission as National Commission on Higher Education and Research (NCHER). The list mentioned below are the regulatory bodies in education in India.

Table 6.1 *Regulatory, Statutory, and Governing Education Bodies in India*

S. No.	Name	Main Role
1.	University Grants Commission (UGC)	Funding, recognition of institutions and degree titles, maintaining overall standards
2.	Distance Education Council (DEC) under the IGNOU Act	Funding, maintaining standards of open education
3.	All India Council for Technical Education (AICTE)	Approval for technical institutions and limited funding role for quality improvement
4.	Council of Architects (CoA)	Registration of architects and recognition of institutions for education in architecture and town planning
5.	Medical Council of India (MCI)	Registration of medical practitioners and recognition of medical institutions and qualifications
6.	Pharmacy Council of India (PCI)	Registration of pharmacists and approval of pharmacy institutions
7.	Indian Nursing Council (INC)	Accepts qualifications awarded by universities within and outside India
8.	Dental Council of India (DCI)	Recommend to the Central Government for approval of dental colleges etc.
9.	Central Council of Homeopathy (CCH)	Maintain Central Register of Homoeopaths
10.	Central Council of Indian Medicine (CCIM)	Maintain central register
11.	Rehabilitation Council of India (RCI)	Recognition of institutions for physiotherapy and related fields
12.	National Council for Teacher Education (NCTE)	Recognition of teacher education institutions, framing norms and standards
13.	Indian Council for Agricultural Research (ICAR)*	Coordinate and fund agricultural education
14.	Bar Council of India (BCI)	Listing of Members of Bar
15.	National Assessment and Accreditation Council (NAAC)	Inspecting and grading education institutes
16.	National Council Of Education Research And Training (NCERT)	Develop curriculum and other necessary actions for school education

Table 6.1 contains the regulatory, accredited, and the governing education bodies in India. The bodies mentioned above are unique and manage to assure

quality in education. Among them, few institutes are those which are working for the development of teacher education in India. NCTE is directly associated with teacher education, its management and quality check whereas other institutes such as UGC, NCERT, DEC, NAAC, and RCI are closely associated with the development of teacher and school education in India. Besides the regulatory and the governing bodies, other institutes like SCERT, DIET, BRC, and CRC equally work for the development of teacher education. Let us discuss the institutes associated with teacher education.

6.3.1 National Council for Teacher Education (NCTE)

National Council for Teacher Education (NCTE) is the apex body in teacher education in India. It has its main campus in New Delhi with a regulating authority of teacher education throughout India, including teacher education through distance mode.

Establishment

National Council for Teacher Education (NCTE) was set up in 1973 on the recommendation of Education Commission (1964-66) to advise the central and state governments on matters relating to teacher education. NCERT provided secretarial support to NCTE the non-statutory body. NCTE developed a 'National Framework for Teacher Education Curriculum' 1978 and also created awareness on issues related to teacher education nationwide. However, it was unable to prevent proliferation of bogus or sub-standard teacher education institutes from functioning as NCTE was a non-statutory body. Therefore, a need was felt to empower NCTE and make it an autonomous statutory body so that it could regulate the institutions of teacher education and guide them in their curricula and methods.

NCTE as a statutory body came into force in pursuance of National Council for Teacher Education Act, 1993, on 17 August 1995 by a bill passed in Parliament.

Organizational structure

NCTE's headquarter is at New Delhi and its four regional committees are at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. NCTE in Delhi along with four regional committees have academic and administrative wings to deal with functions research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, in-service programmes apart from having the responsibility of introducing innovations in teacher education programmes and planned and coordinated development of teacher education institutions. The NCTE headquarters is headed by the chairperson, while each regional committee is headed by a regional director.

Table 6.2 given below discusses more in detail about the organizational structure of NCTE.

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Table 6.2 Organizational Structure of NCTE

Units	Structure	Situated at	States Covered
NCTE, Head Office, New Delhi	Chairperson, Vice-chairperson, Member Secretary, and Deputy Secretary	NCTE, Hans Bhawan, Wing II, 1, Bahadur Shah Zafar Marg, New Delhi - 110 002.	All the States of Indian National besides the State Jammu and Kashmir
Northern Regional Committee (NRC)	Regional Director and Executive Committee	Northern Regional Committee (NCTE), 20/198, Kaveri Path, Mansarover, Near Mansarover Stadium, Jaipur - 302020. Rajasthan.	Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh, Chandigarh and Delhi, Uttaranchal
Western Regional Committee (WRC)	Regional Director and Executive Committee	Western Regional Committee(NCTE), Manas Bhawan, Shyamla Hills, Bhopal - 462002, Madhya Pradesh.	Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra, and Nagar Haveli and Daman & Diu, Chattisgarh
Eastern Regional Committee (ERC)	Regional Director and Executive Committee	Eastern Regional Committee (NCTE), 15, Neel Kanth Nagar, Nayapalli, Bhubaneshwar - 751 012, Orissa.	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagalanda, Odisha, Sikkim, Tripura, West Bengal
Southern Regional Committee (SRC)	Regional Director and Executive Committee	Southern Regional Committee (NCTE), Jnana Bharathi Campus Road, Nagarabhavi, Opp. National Law School, Bangalore - 560 072	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Lakshadeep, Andaman & Nicobar Islands, Pondicherry

The organizational structure of NCTE is decentralized. It has four executive regional committees in its regional offices. As mentioned in Table 6.2, NRC, ERC, WRC, and SRC have their regional director and executive committee headed by a chairperson to discuss the matter relating to teacher education at their jurisdiction.

Objectives of NCTE

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

Role and function

NCTE undertakes various functions relating to teacher education, starting from setting the norm and standards to affiliate the teacher education institutes and to ensure quality in its teaching learning process. Regular supervision and monitoring of the institutes of teacher education is another important function of NCTE. Let us discuss more about the role and function of NCTE:

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- Planned and coordinated development of teacher education system throughout the country, regulation and proper maintenance of norms and standards in teacher education system and the matters connected with over all development of teacher education.
- Undertakes inspection to observe the facilities provided by the teacher education institutes and recognition of various teacher training courses based on application submitted by the institutions concerned in the prescribed pro forma and along with the requisite documents.
- Conduct studies and surveys on various aspects of teacher education and then publish them.
- Provides suggestions and recommendations to central and state governments, UGC, universities, Distance Education Council and the recognized teacher education institutes on preparation of plans and programmes for teacher education.
- Monitor and coordinate teacher education and its development.
- Formulate guidelines in respect to qualification and eligibility of teachers who want to teach in schools, colleges and teacher education institutes.
- Making norms for any specified training or category of courses for teacher education and the selection method of candidates, course content, mode of curriculum and curriculum transaction.
- Making guidelines for starting new courses or training, staffing pattern, staff qualification and providing physical and instructional facilities.
- Fix standards in respect to examinations, criteria for admission to such examinations, and schemes of courses.
- Decides the guidelines regarding tuition fees and other types of fees that are charged by institutes.
- Conduct and promote research and innovation in different areas of teacher education.
- Lay down norms and standards, and curriculum for conducting Central Teacher Eligibility Test (CTET) to make the teacher eligible up to the teaching Class VIII which is mandatory according to Right to Education Act 2009. This is for the information of all concern that norms, standards, and curriculum of CTET has been developed by NCTE whereas the test is conducted by CBSE.
- Examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognized institutions. In case the violation of set norms and standards by the institute, it has the power to withdraw affiliating status of that institute.
- Lay down norms for suitable performance appraisal systems and mechanisms for enforcing accountability on recognized institutions.
- Make schemes for different levels of teacher education

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- Identify recognized institutions and set up new institutions for teacher development programmes.
- Take necessary steps to prevent commercialization of teacher education.
- Publication is an important function of NCTE. It publishes good quality books, scholarly journals, articles, conduct high standard lectures, within its jurisdiction.
- NCTE also makes a nationwide survey to identify the institute of excellence in the field of teacher education and the contribution of the teacher educators in pedagogy, use of new methodology in teaching, and other areas of teacher education. Accordingly it awards the teacher educators who make excellent contribution in teacher education. It provides 32 awards annually, four in each region to Elementary Teacher Training, Two from each region to CTE/B.Ed., one from each region to IASE/Universities, and one from each region to Physical Education (B.P.Ed. / M.P.Ed.).
- NCTE also develops norms and standards for affiliating to the institutes, run the courses of physical education such as Bachelor of Physical Education (B.P.Ed.) and Master of Physical Education (M.P.Ed.) as physical education is a part of school education practices.
- Perform such other functions as may be entrusted to it by the Central Government from time to time.
- It works with proper coordination with NCERT, UGC, MHRD, RCI, DEC, CBSE and other regulatory bodies promote teacher education and school education.
- It also develops norms and standards to operate teacher education programmes offered by distance education mode such as D.El.Ed. / B.Ed. / M.Ed. through Open Universities like IGNOU and other State Open Universities.

NCTE: Vision 2020

NCTE will have transformed the public understanding of the connection between teacher knowledge and student learning. To accomplish this, NCTE will develop a system that provides rich opportunities for career-long teacher learning and that documents the growth of both literacy teachers and their students. Teachers who choose to participate in this system will be celebrated for their achievements by community leaders and the media. Policymakers also will rely upon these teachers for their expertise in literacy teaching and learning.

6.3.2 National Council of Educational Research and Training (NCERT)

National Council of Educational Research and Training (NCERT) is a premier organization in India to take care of the matters relating to school education and research in education. It has a long history to provide quality services to Indian

students and the teachers. NCERT is well known for its text book publication up to 12th standard. Central Board of Secondary Education (CBSE) follows the curriculum of NCERT and its textbooks. Most State board schools also use NCERT books. Let us discuss the establishment of NCERT.

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Establishment

The National Council of Educational Research and Training (NCERT) was set up by Government of India in 1961 as an autonomous organization registered under Societies Registration Act (Act XXI of 1860) to advise and assist the Ministry of Human Resource Development and Departments of Education in states/Union Territories (UTs). The responsibility of NCERT is to formulate and implement their policies and programmes in the field of education for the improvement of school education and provides technical and academic support to schools in India.

Organizational structure

The organizational structure of NCERT includes following bodies.

General body

The Union Minister of Human Resource Development is the president (ex-officio) of the general body of NCERT. The members of the general body are the education ministers of all states and Union Territories and chairperson of the University Grants Commission (UGC); the secretary to the Government of India, Ministry of Human Resource Development (Department of Education); four vice-chancellors of Universities (one from each region); the chairman of the Central Board of Secondary Education; the commissioner of the Kendriya Vidyalaya Sangathan; the director, Central Health Education Bureau; the director of training, Directorate General of Training and Employment, Ministry of Labour; one representative of the Education Division, Planning Commission; members of the executive committee of the council and nominees, not exceeding six, nominated by the Government of India (not less than four of them shall be school teachers). The secretary, NCERT, is the convenor of the general body of the NCERT.

The executive committee

It is the main governing body of NCERT. The Union Minister of Human Resource Development is its president (ex-officio) and the Union Minister of State in the Ministry of Human Resource Development is the ex-officio vice-president. The members of the executive committee are director, NCERT; the Secretary to the Government of India, Ministry of Human Resource Development (Department of Education); chairperson of the University Grants Commission; four educationists well known for their interest in school education (two of whom shall be school teachers); the joint director, NCERT; three members of the faculty of NCERT (of whom at least two are of the level of professor and head of department); one representative of the MHRD and one representative of the Ministry of Finance (who is the Financial Adviser of NCERT). The secretary, NCERT, is the convener

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of the executive committee. The executive committee is assisted in its work by the following standing committees/boards:

- Finance committee
- Establishment committee
- Building and works committee
- Programme advisory committee
- Educational research and innovations committee
- Academic committee of the NIE
- Advisory board of the Central Institute of Educational Technology
- Advisory board of Pandit Sunderlal Sharma Central Institute of Vocational Education
- Managing committees of the Regional Institutes of Education
- Advisory Boards of Departments of the NIE

Functions of the council are looked after by the director, joint director and secretary. Three deans, the dean (academic) coordinates the work of the departments of the NIE; the dean (research) coordinates the research programmes and looks after the work of the Educational Research and Innovations Committee (ERIC) and Dean (Coordination) coordinates the activities of the service/production departments and the Regional Institutes of Education. Presently five Regional Institute of Education (RIE) is functioning as a part of NCERT, which are situated at different regions of India. All the RIEs are mostly teaching and research campus. RIE conducts their regular courses such as: four year integrated B.Sc./B.A. and B.Ed., two years B.Ed., M.Ed. and research in education. Besides teaching, they conduct many training programmes for the in-service teachers of that region. In every RIE, there is a multi-purpose demonstration English medium school situated in RIE campus which primarily used to conduct teaching up to 12th standard and conducts practice of teaching for the students who are admitted in different teacher education programmes. Besides that the school is used for conducting many educational experiment and practical work. Details of the RIE and the states they cover are given below in Table 6.3.

Table 6.3 *Organizational Structure of NCERT*

Units	Structure	States cover
NCERT Head Office, New Delhi	Director, Joint Director, Secretary	All the Indian States and Union Territory
RIE Ajmer	Principal, Heads	Chandigarh, Haryana, Himachal Pradesh, J & K, Delhi, Punjab, Rajasthan, U. P., Uttarakhand
RIE, Bhopal	Principal, Heads	Chhattisgarh, Dadra and Nagar Haveli, Daman & Diu, Goa, Gujarat, Maharashtra, Madhya Pradesh
RIE, Bhubaneswar	Principal, Heads	Andaman and Nicobar Islands, Bihar, Jharkhand, Odisha, West Bengal
RIE, Mysore	Principal, Heads	Andhra Pradesh, Karnataka, Kerala, Lakshya Deep, Puducherry, Tamil Nadu
NE-RIE, Shillong	Principal, Heads	Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura

The Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar and Mysore cater to the educational needs (pre-service and in-service education) of teachers/teacher educators in the states and UTs under their jurisdiction. Pre-service professional training programmes are offered to prepare school teachers for teaching of different school subjects. These are regional resource institutions for school and teacher education and they extend assistance in implementing the policies of the states/UTs and help in monitoring and evaluation of the centrally-sponsored schemes. The North-East Regional Institute of Education (NERIE), Shillong, caters to the in-service educational needs of North-Eastern States as indicated earlier. However, the pre-service teacher preparation programmes for the North-East Region are still being taken care by RIE, Bhubaneswar.

Objectives

The major objectives of the NCERT and its constituent units RIE are as follows:

- Undertake, promote, aid, and coordinate research in areas related to school education
- Prepare and publish model textbooks, supplementary material, newsletters, journals and other related literature
- Organise pre-service and in-service training of teachers
- Develop and disseminate innovative educational techniques and practices
- Collaborate and network with state educational departments, universities, NGOs and other educational institutions
- Act as a clearing house for ideas and information in matters related to school education
- Act as a nodal agency for achieving goals of universalization of elementary education.

In addition to research, development, training, extension, publication and dissemination activities, the NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with the international organizations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries.

Role and function

The major role and function of NCERT focuses on six areas such as research, development, training, extension and dissemination, publication, and exchange programmes. Let us discuss the specific role NCERT:

- **Research**
    - o Conduct and support research and offer training in educational research methodology.

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- o NIE, RIE, CIET, and PSSCIVE undertake programmes of research related to different aspects of school education, including teacher education.
- o Support research programmes of other institutions/organizations by providing financial assistance and academic guidance.
- o Provide assistance to research scholars for publishing their Ph.D. thesis and also provide fellowship to conduct research in education and related areas.
- o Organize various courses for educational researchers and educational project undertakers.
- o Conduct countrywide educational research and surveys on the development of school education such as achievement of the students in various subjects, retention, dropouts, and pedagogical issues.
- o Collaborate with international agencies in inter-country research, projects, and comparative studies in school and teacher education.

- **Development**
  - o Develops and renews curricula and instructional materials for various levels of school education and makes them relevant to changing needs of children and society.
  - o Comes out with new innovative practices and methodology including pre-school education, formal and non-formal education, vocationalisation of education and teacher education.
  - o Undertakes many developmental works in the field and domain such as educational technology, population education, women education, moral and value education, and education of the disabled and the children of special needs.
  - o Suggests the state education department to use new techniques, methods, and technology in the field of school and teacher education.
- **Training**
  - o It conducts pre-service and in-service training of teachers at various levels— pre-primary, elementary, secondary and higher secondary, and also in such areas as vocational education, educational technology, guidance and counselling, and special education.
  - o RIEs of NCERT incorporates innovative features such as integration of content and methodology of teaching, long-term internship of teacher trainees in the actual classroom setting, and participation of students in community work in their pre-service teacher training programme.
  - o Presently, it practices to send their staffs to the rural schools to get school based experiences for three months in every three years. That helps the teacher educators to understand the development and the requirements of educational practices in ground root level.

- o RIEs also undertake the training of teachers of the states and of state level institutions and training of teacher educators and in-service teachers.
- o Train thousands of teachers in India in a single effort, it uses two-way-audio and video teleconferencing in various issues. Teleconferencing on National Curriculum Framework 2005 is an example of such types of training module.
- o Train both in-service and pre-service teachers to be proficient in ICT.

- **Extension**
  - o Organize many extension services and programmes through its departments such as NIE, RIEs, CIET, PSSCIVE.
  - o Works in close collaboration with various agencies and institutions in the states and also works extensively with Extension Service Departments and Centres in teacher training colleges and schools.
  - o Provides assistance to various categories of personnel, including teachers, teacher educators, educational administrators, question-paper setters, textbook writers, etc. Conferences, seminars, workshops and competitions are organized as regular on-going programmes as a part of the extension activities.
  - o Organizes various educational programmes in rural and backward regions to motivate, inspire, and to bring the rural talents to the main stream of the society.
  - o Organizes extension programmes throughout the country and union territories on special educational programmes for the children with special needs and differently abled.
- **Publication and Dissemination**
  - o Publishes textbooks for different school subjects for Classes I to XII in English Hindi, and Urdu.
  - o Brings out workbooks, teachers guides, supplementary readers, research reports, etc. In addition, it publishes instructional materials for the use of teacher educators, teacher trainees and in-service teachers.
  - o Publishes six educational journals in various fields such as Research in Education, New Trends in Education, Publishing Abstract of Good Educational Research, reflecting critical thinking in education on contemporary issues.
  - o Publishes in-house journal called NCERT Newsletter both in English and Hindi language.
  - o Publishes teacher support materials subject wise which helps the teachers and the teacher educators to make use of content by properly designing with pedagogy.

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- **Exchange Programmes**
  - o To study educational problems and organize training programmes for personnel from developing countries, NCERT interacts with international organizations such as UNESCO, UNICEF, UNDP, NFPA and the World Bank.
  - o Acts as the secretariat of the National Development Group (NDG) for educational innovations. It is one of the associated centres of APEID.
  - o NCERT offers training facilities through attachment programmes and workshops to educational workers of other countries.
  - o Acts as a major agency for implementing bilateral cultural exchange programmes in the field of school education and teacher education by sending delegations to study specific educational problems and by arranging training and study visits for scholars from other countries.
  - o Educational materials are exchanged with other countries and get materials from other countries for comparing it and to produce quality materials for its students.
  - o It also organises faculty exchange programmes on request, and the faculty members are deputed to participate in international conferences, seminars, workshops, symposia, etc.

Check Your Progress

3. What is the main objective of NCTE?
4. Mention any three major objectives of NCERT.

6.4 LEVELS AND TYPES OF TEACHER EDUCATION COURSES

Effective teaching has always been important, as it is not just concerned with co-construction of knowledge in the classroom but also involves nurturing of the soul and mind. So the effectiveness of teacher education programmes to produce high-quality teachers gain a very important place in the educational arena in particular and as a national issue in general.

In order to increase the effectiveness of the teacher education programme, it has been evaluated from time to time and various issues have been raised. Some of the issues are discussed below.

- **Duration of the course:** There has been a continuing discourse on the alternative models of teacher preparation programmes. The duration of teacher preparation programme is short in comparison to the comprehensive curriculum of the course. As a result four year integrated model was adopted by various regional colleges of education.

Multipurpose orientation to school education recommended by secondary education commission led to four years integrated models of teacher education. The four year integrated model started in the regional colleges of education (RCEs) in 1963. However, the Kothari Education Commission 1964-66 did not find any evidence which showed that the products of the four year course are better than the traditional one year programme of teacher education. Till date the discourse is continuing and there are several views regarding the duration of the course in effectiveness of the teacher preparation programme.

- **Isolation of the programme:** Isolation of the teacher preparation programmes from the mainstream academic life of universities resulted in negligence towards this important or in-fact a core component of the education system. Concern towards this aspect was first shown by secondary education commission 1952-53, however the Kothari commission attached great importance to this aspect and made several recommendations such as establishment of an extension department in each training institution and so on.

6.4.1 Teacher Education Curriculum

Along with these issues the teacher education curriculum forms an important aspect of the teacher preparation programmes. Hence its effectiveness needs to be considered. The NCTE was the first to evolve a document called *Teacher Education Curriculum: A Framework* in 1978, to revamp teacher education pertaining to all stages of education. Since then an attempt has been made to develop teacher education curriculum frame work in relation with school curriculum. As a matter of fact, teacher education curriculum must go hand in hand with school education. The National Curriculum Framework for Teacher Education 2009 was made in the background of National Curriculum Framework 2005(NCF) and made several recommendations for enhancing pre-service as well as in-service teacher education programmes. The course work of any teacher education programme generally comprises some core papers such as philosophical, sociological and psychological foundations of education along with some method of teaching paper and electives. The curriculum framework made recommendation that along with these the teacher education programmes also need to take into consideration some innovative and new approaches for enhancing the effectiveness of the course, such as:

- Reflective practice to be the central aim of teacher education
- Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas
- Developing capacities for self-directed learning and ability to think, be critical and to work in groups
- Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children

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Reflective approach towards teacher preparation programmes will enable teachers to analyse, discuss, evaluate and change their own practice by adopting an analytical approach towards teaching. It also fosters appreciation of the teachers of the social and political contexts in which they work. It helps teachers to recognize that teaching is socially and politically situated and that the task of the teachers involves appreciation and analysis in that context.

In-fact it can be said that to enhance the professional effectiveness of the teaching staff administrators must be skilled in the following areas:

- What to evaluate
- How to observe and analyze classroom observation information and other data
- How to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourages teachers to improve instruction.

This will include: (i) instructional strategies and techniques utilized by the teacher (ii) teacher's adherence to curricular objectives (iii) establishment and maintenance of a suitable learning environment.

6.4.2 Evaluation of Teacher Education Curriculum

Under teacher education curriculum three types of programmes have been suggested—pedagogical theory, working with the community and practice of teaching along with related practical work. Thus, three types of evaluation require and it should be both internal as well as external evaluation. There should be an efficient, continuous and comprehensive system of internal evaluation. The external evaluation system is efficient and objective but it does not serve purpose. The evaluation should be done at three stages continuously:

- **Evaluation of pedagogical theory:** It is recommended that the weightage given to the formal tests or examinations may be reduced, and term papers, library studies, field investigations/surveys, investigatory projects, and viva voce tests may be introduced, assigning appropriate weightages to all such activities. The criteria for evaluation should be goal-oriented, independence, originality, perseverance, enthusiasm and creativeness, and not merely the quality of the final product. This will therefore, require a close contact between the teacher-educator and the student-teacher. This, in turn, will provide an excellent opportunity for clinical observation of the growth of the trainee.
- **Evaluation of working with the community:** The main purpose of introducing this area is to bring the teacher trainee close to the community he is supposed to serve, in order that he may understand its problems and appreciate its contribution to the national life. Thus, the goals are attitudinal (socio-emotional). Here, again, it is recommended that the process of change

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taking place in the trainee should be considered more important than the final outcome. This requires that the teacher-educators should be associated with the trainee throughout the period of work. It will be quite useful, if the faculty of a training institution develops some tools, e.g., rating scale, observational schedule, modified socio-metric tests, etc., to assess the quality of the trainee's involvement in these activities.

- **Evaluation of practice teaching:** Whatever points and criteria are included in the valuation performa, care must be taken to collect evidence from the on-going lesson to justify the grade given to the student. The method of evaluation in terms of the objectives of teaching should be known to the student-teacher. The actual grade given to the student-teacher should also be explained to him by the teacher-educator with reference to the objectives of teaching. It is also desirable to train the student-teacher in observing and evaluation the teaching practice of his peers. The teacher training institutions should take advantage of inexpensive technological aids available in India. A lesson recorded on tape can be played again and again, and this provides an opportunity for detailed discussions on each and every point with the trainee. 1t is hoped that video-tapes will also be available to use for such use within a decade or so.

6.4.3 Grading System for Evaluation

The training institutions should also switch over to the seven-point U.G.C. scale for awarding, i.e., M (for merit); A, B, C, D, and E; and F (for failure). It is strongly recommended that each institution before developing its evaluation system with specific criteria, examines thoroughly the analysis of frequency distribution done by the research cell of the U.G.C. of marks secured by the students in different subjects in universities. Particularly, the data with respect to social science may be critically examined. On the basis of such scrutiny and distribution of expected frequencies under the seven grades may be decided for its own reference. It is believed that this kind of exercise will go a long way, in order to maintain the uniformity of standards among teacher training institutions in the country.

Check Your Progress

5. How does reflective approach towards teacher preparation programmes help?
6. What are the three stages of evaluation in teacher education?

6.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The act to set up NCTE or National Council for Teacher Education (NCTE) as a statutory body was passed in 1993.

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2. The role of NCTE was perceived as a threat because it involved conflict of interests, and was opposed as it curbed unfettered freedom for exploiting teacher education for commercial purposes.
3. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.
4. The major objectives NCERT undertakes are as follows:
    a. To control school education up to standard 12th.
    b. To develop curriculum for school education.
    c. To publish books for school education.
5. Reflective approach towards teacher preparation programmes will enable teachers to analyse, discuss, evaluate and change their own practice by adopting an analytical approach towards teaching.
6. The evaluation should be done at three stages continuously.
    a. Evaluation of Pedagogical Theory
    b. Evaluation of Working with the Community
    c. Evaluation of Practice Teaching and Related Practical Work

6.6 SUMMARY

- The Parliament appreciated the role of quality teacher education in providing quality teachers for quality school education and passed an Act in 1993 for setting up of the National Council for Teacher Education (NCTE) as a statutory body.
- The Act in 1993 gave the NCTE statutory powers for framing regulations required for planned and coordinated development of teacher education and issues connected with the professional role of teachers.
- The curriculum of professional programme is a road map available to teacher education institutions for transforming students having the required entry qualifications into the teachers as per the profile.
- National Council for Teacher Education (NCTE) is the national regulatory body of teacher education in India.
- Formal teacher preparation programme starts in India after completion of 10+2 degree.
- Besides the formal teacher education programme, some informal teacher education programmes are available in India which educates the teachers to teach the Nursery students.
- Both NCTE and NCERT work as coordinating agency under MHRD, Government of India.

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- National Council for Teacher Education (NCTE) is the apex body in teacher education in India.
- National Council for Teacher Education (NCTE) was set up in the year 1973 on the recommendation of Education Commission (1964-66) Government of India, to advise the Central and State Governments on matters relating to Teacher Education.
- NCTE in Delhi along with four Regional Committees have academic and administrative wings to deal with functions research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, in-service programmes apart from having the responsibility of introducing innovations in teacher education programmes.
- The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country.
- The National Council of Educational Research and Training (NCERT) was set up by Government of India in 1961 as an autonomous organization registered under Societies Registration Act (Act XXI of 1860) to advise and assist the Ministry of Human Resource Development.
- The Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar and Mysore cater to the educational needs (pre-service and in-service education) of teachers/teacher educators in the States and UTs under their jurisdiction.
- Effective teaching has always been important, as it is not just concerned with co-construction of knowledge in the classroom but also involves nurturing of the soul and mind. So, the effectiveness of teacher education programmes to produce high-quality teachers gain a very important place in the educational arena in particular and as a national issue in general.
- The NCTE was the first to evolve a document called *Teacher Education Curriculum: A Framework* in 1978, to revamp teacher education pertaining to all stages of education. Since then an attempt has been made to develop teacher education curriculum frame work in relation with school curriculum.
- Under teacher education curriculum three types of programmes have been suggested—pedagogical theory, working with the community and practice of teaching along with related practical work. Thus, three types of evaluation require and it should be both internal as well as external evaluation.
- The training institutions should also switch over to the seven-point U.G.C. scale for awarding, i.e., M (for merit); A, B, C, D, and E; and F (for failure).
- It is strongly recommended that each institution before developing its evaluation system with specific criteria, examines thoroughly the analysis of frequency distribution done by the research cell of the U.G.C. of marks secured by the students in different subjects in universities.

6.7 KEY WORDS

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- **PSSCIVE:** The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal is a constituent unit of National Council of Educational Research and Training (NCERT), which is an autonomous organization under the Ministry of Human Resource Development (MHRD), Government of India.
- **RIE:** The Regional Institute of Education (RIE, formerly known as Regional College of Education), is a constituent unit of the National Council of Educational Research and Training (NCERT), New Delhi. The RIEs are set up in 1963 by Government of India in different parts covering various regions.

6.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the norms and guidelines for teacher education at different stages?
2. What are the issues that cropped up in teacher education programmes?

Long-Answer Questions

1. Describe the role and functions of NCTE to regulate teacher education in India.
2. Critically analyse how NCERT is a unique organization in the field of school education, research, and teacher education.

6.9 FURTHER READINGS

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UNIT 7 TEACHER EDUCATION PROGRAMMES

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Structure

7.0 INTRODUCTION

Teacher education is the key to educational development in any country. The history of teacher education in India is as old as its education system. Though at that time, it was quite informal and inconsistent everywhere. The formal system of teacher education in India started in the 17th century. Currently, there are numerous programmes available for teacher education. This unit discusses these programmes including in-service and pre-service training, with focus on its curriculum and evaluation, and importance. It also evaluates the concept and workings of distance education programme and orientation and refresher courses.

7.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the in-service and pre-service training
- Evaluate the distance education programme
- Discuss the orientation and refresher courses.

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7.2 TEACHER TRAINING PROGRAMMES

There are two types of teacher education programmes in India, but nomenclature of diploma and degrees vary a lot. Since its inception, NCTE has been quite active in determining their objectives, content, methodology, technology and evaluation scheme to sustain the relevance and importance of teacher education programmes. Even then, there are several shortcomings in these programmes for which several suggestions are given in this section.

It is well recognized that the quality and amount of learner achievement are determined by teacher's competency, sensitivity and their motivation. The National Council for Teacher Education has defined teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to *Goods Dictionary of Education Teacher*, education means all the formal and informal activities and experiences that help qualify a person to assume responsibilities of a member of the educational profession or to discharge her/his responsibilities more effectively. In 1906-1956, the programme of teacher education was called teacher training. It prepared teachers as mechanics or technicians and had narrower goals, with its focus being only on skill training.

The viewpoint of teacher education was, therefore, narrow and its scope was limited. According to W. H. Kilpatrick: 'Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.'

Teaching skills would include providing training and practice in the different techniques, developing approaches and strategies that would help teachers plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all, lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thereby promoting holistic development.

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Teacher education at different levels

Teacher education refers to the teachers engaged at all levels of education, namely, pre-primary, primary, elementary, secondary, higher secondary and tertiary. The needs and necessities of students and education vary at each level. Therefore, level and stage-specific teacher training is necessary.

Teacher education also helps in the expansion of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the imaginary and practical knowledge of their particular subjects but they require specialized teacher training inputs to deal with students entering their professions.

Teacher education also reaches special education and physical education. Consequently, where there are teachers, there would be teacher education. The knowledge foundation is adequately specialized and diversified across stages in order to develop successful processes of preparing new teachers for the functions which a teacher is expected to perform at each stage.

7.2.1 Pre-Service Teacher Education

Pre-service teacher education stands for the programme which is designed to prepare teachers before going in for service. Different programmes are designed for different levels of school education, that is, pre-primary, elementary and secondary education. Teacher education programmes for these levels of school education are known as:

- Pre-primary teacher education
- Elementary teacher education
- Secondary teacher education

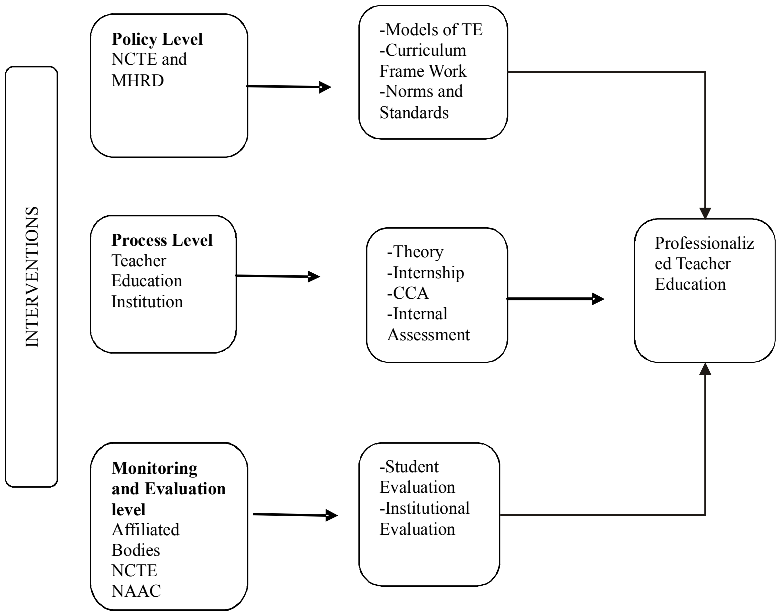


Fig. 7.1 *Professional Pre-Service Teacher Education*

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- **Pre-primary teacher education:** Pre-primary teacher education refers to teacher education programme which is designed to prepare teachers for primary classes, nursery and kindergarten. The duration of this course is one year. In India, centre as well as state governments are yet to accept the responsibilities of preparing teachers for these classes. As such, most of the nursery teacher training institutions are run by non-governmental bodies. However, in Delhi, state as well as centre is preparing teachers for nursery classes.

  The minimum qualification for these courses is 10+2. One of the department of NCERT guides nursery teacher training institutions in the development of appropriate syllabi for different classes and transactional approaches which the teachers should adopt while dealing with kids. This programme develops certain specific abilities, skills, and attitudes among prospective teachers to deal with children of early childhood stage.
- **Elementary teacher education:** Elementary teacher education, including primary teacher education, is designed to prepare teachers from class I to VII. In some states, however, these teachers are required to teach primary classes only, i.e., I-V. The duration of the courses is of two years. In some states like Andhra Pradesh and Manipur, the duration of programme is of one year.

  Elementary teacher training institutes located in different states offer the course. District Institute of Education and Training (DIETs) have been set up by MHRD and offer elementary teacher training courses. Besides these, private DIETs and are also offering courses under the direct control of the concerned SCERT in their respective states.

  Recently, Delhi University has taken initiative to start an innovative programme in the field of elementary teacher education. This Bachelor in Elementary Education (B. El. Ed.) programme is also preparing teachers of elementary level. This integrated programme is of a four year duration and prepares teacher with a university degree. Many private universities, like Amity University in Noida, is also preparing their teachers in a similar manner.
- **Secondary teacher education:** Secondary teacher education programme is organized by Teacher Education Colleges affiliated to different universities and recognized by NCTE. The duration of this course is one year. However, if the course is of innovative nature, the duration may vary from one-and-a-half years to two years. In some state universities, departments of teacher education also offer B.Ed. programmes.

  Some B.Ed. programmes are also known as B. Ed in special education. These programmes are recognized by Rehabilitation Council of India (RCI). The passed out students are eligible to be selected as special educators. Jamia Millia Islamia is also offering courses in B.Ed. in Special Education. The minimum qualification to for B. Ed programme is fifty per cent marks in

graduation. Some universities also conduct written tests followed by interviews.

7.2.2 In-service Teacher Education

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In-service education may be defined as continuing education of teachers and other educators which commences after initial professional education is over and leads to the improvement of professional competence of educators all throughout their careers. Hence, there is a need of some sort of provision which may make the teacher up-to-date with respect to the knowledge of his subject of teaching, methods and techniques, innovative ideas in each sphere of his academic life. For the sake of this reason, the idea of in-service education has been emerged. Following are a few definitions of in-service training:

Definition of in-service training

- M. B. Buch, 'In-service education is a programme of activities aiming at the continuing growth of teachers and educational personnel in-service.' It is the sponsoring and pursuing of activities which bring new insight, growth, understanding and co-operative practices to the members of teaching profession and arouses them to action to improve them in every possible manner. It includes all activities and experiences participated in by the educational personnel in education during their services. These activities are planned and organized by various agencies to help the educators to improve and mature as people and as professionals.
- Henderson defines the in-service training (INSET) in the following words:

> For the good teacher, every fact of his knowledge, skills, personality and interests are of potential professional value. Hence, every experience he undergoes during his career, however, irrelevant it may appear, may be described as in-service training, may therefore, in the most general sense, be taken to include everything that happens to a teacher from the day he retires which contributes directly or indirectly to the way in which he executes his professional duties.

It is clear from the above mentioned definitions that the INSET is primarily meant for regular serving teachers. It subjects the serving teachers to such activities which may enhance their professional knowledge, interest and attitude, so that they are able to maximize their pupil's learning and, in turn, derive maximum inner satisfaction and sense of achievement.

Objectives of teacher education

Teacher education has to become much responsive to the rising demands of the school system. For this, it has to prepare teachers for:

- Encouraging, supportive and humane facilitation in teaching-learning situations which enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as accountable citizens

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- A dynamic member of the group who makes conscious efforts to contribute the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities
- Teachers who are reactive and responsive to the social contexts of education, the various disparities in the background of learners as well as in the macro-national and global contexts, national concerns for achieving the goals of equity, parity, and social justice

To be able to realize such expectations, Teacher education has to comprise such features as would enable the student teachers to:

- Care for children
- Understand children in social, cultural and political contexts
- Consider learning as a search for meaning out of individual experiences
- Understand the way learning takes place, feasible ways of creating conducive conditions for learning; differences among students in respect of the kind, pace and styles of learning
- View knowledge generation as a continuously evolving process of reflective learning
- Be receptive and constantly learning
- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom
- Analyze the curricular framework, policy implications and texts
- Have a sound knowledge base and basic proficiency in language

The objectives of teacher education would therefore be to:

- Make available opportunities to observe, engage, communicate with and relate to children
- Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self-directed learning and the ability to think, be self-critical and work in groups
- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking

- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry

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7.2.3 Curriculum and Evaluation of Pre-service Teacher Education

The Indian pre-service teacher education system is chiefly divided into two categories, viz., Elementary Level Teacher Education programmes and Secondary Level Teacher Education programmes. The programmes in the first category are basically diploma programmes and are named after their area of specialization. These are Nursery Teachers' Training (NTT), Early Childhood Care and Education (ECCE), Diploma in Elementary Teacher Training (DETT), and Bachelor of Elementary Education (B.El.Ed.). Out of these, NTT, ECCE, DETT are two year programmes, whereas B.El.Ed. is a four year degree programme.

Nursery Teachers' Training (NTT) and Early Childhood Care and Education (ECCE) are specialized courses for teaching at pre-primary level. Diploma in Elementary Teacher Training (DETT) and Bachelor of Elementary Education (B.El.Ed.) programmes are though different in duration and status (DETT is a Diploma programme but B.El.Ed. is a degree programme) but are both meant for teaching till elementary standard.

Meaning and definition of curriculum

Curriculum is the sum total of all the activities in an academic programme. In other words, curriculum is the totality of learning experiences provided to students so that they can attain knowledge, experience and skills through a variety of learning activities in classroom and schools. Devising the curriculum involves planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives.

In this sense, it may be said that while education is a process, and curriculum is the means to this process. Curriculum means two things—first, the range of courses from which students choose what subject matters to study, and second, a specific learning programme. While education deals with how and when, curriculum deals with what. Defining the term curriculum, John Kerr says that it is the sum of the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. Another definition by Kerney and Cook mentions: 'It is a complex of more or less planned or controlled conditions under which students learn to behave and to behave in their various ways. In it, new behaviour may be acquired, present behaviour may be modified, maintained or eliminated; and desirable behaviour may become both persistent and viable.'

Curriculum planning and curriculum development

The process of curriculum planning and development has undergone tremendous changes due to philosophical, technological and pedagogical changes in schools. There are various bodies at different levels to plan and develop curriculum for

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different types of curriculum. The responsibility of preparing curriculum for teacher education programmes lies with the National Council for Teacher Education (NCTE). The NCTE came into the arena of curriculum framing for teacher education in the year 1978.

A committee of experts prepared several guidelines for curriculum framework. These steps were later approved by the University Grants Commission's panel on teacher education. The modalities of curriculum framing as per this exercise are as follows:

- Relevance of the curriculum to the personal and social needs of children and society
- Flexibility within the framework of acceptable national goals and values
- Flexibility for mobility
- Flexibility for relevance
- Flexibility for continuing education
- Task oriented teacher education
- Practice teaching internship
- Interdisciplinary and integrated approaches in teacher education
- Education as a discipline
- The semester system, evaluation, and
- Experiments, innovations and research for development

Highlighting the need of a well-planned and quality centred curriculum of teacher education, the Kothari Commission (1964-66) mentioned: 'Essence of a programme of teacher education is quality and in its absence, teacher education becomes not only a financial waste but also a source of overall deterioration in educational standards.' In this background, the commission suggested various means of quality teacher education framing curriculum. The teacher education framework of 1978 was widely impressed with the suggestions of the Kothari Commission.

Redesigning current teacher education programmes

NCFTE 2009 has suggested the following with regard to pre-service teacher education:

- A four-year integrated programme of elementary teacher education in select state universities and all central universities, in particular, IASE and select DIETs, could be undertaken in the initial phase.
- XI Plan funding under the innovative education schemes should be canalized as a priority by the UGC to universities and select DIETs to institute four year Integrated Elementary Teacher Education Programmes.

- As an interim measure, current teacher models of Elementary Teacher Education offered by the DIETs (such as the DT.Ed.) are required to redesign their curses as well as the programme structure to include the specific features and structural mechanisms proposed in the new framework in terms of curricular areas and transaction processes.
- A review of the existing D.Ed. programmes is commissioned and the process of redesign of the curriculum in the light of the proposed process model should be completed in the next one or two years.

The National Curricular Framework for Teacher Education 2009 has recommended that teacher education courses should be reorganized. Thus, D.Ed. would be a two-year diploma after 10+2 and B.Ed. one year degree after graduation. This would provide enough time and opportunity for self-study, meeting with teachers, visiting schools and classrooms, pedagogic hustle and bustle, and careful theoretical study. Any compromise on the duration of the initial education of teachers, for whatever reason, adversely affects the quality of teachers and teaching in schools.

The NCFTE 2009 recommends that current models of teacher education at all levels of school education be slowly changed by models of teacher education that merge general education with professional development along with a demanding internship with schools. These integrated models should be designed using the specific features outlined in the curricular areas and transaction process.

As an interim measure, current models of teacher education such as B.Ed. and D.Ed. are required to reframe their courses as well as the programme structure to include the specific features and structural mechanisms proposed in the new framework in terms of curricular areas and transaction processes.

The three areas—Area A, Area B and Area C—have been identified in the flow chart (Figure 7.2) as to cover both theory and practice:

- **Area A: Foundations of education:** Foundations of education provide teacher trainees with an array of opportunities to study and experience schooling over the academic year. Candidates prepare for the classroom by building a knowledge base that is deepened through observation and personal experience.
- **Area B: Curriculum and pedagogy:** The curriculum studies courses would necessarily include units of study that provide for a critical study of school curriculum materials, syllabi, textbooks, in the light of theoretical frameworks and empirical research. The pedagogic studies courses would necessarily include units of study that provide for a critical study of content, an examination of learners' thinking and learning and pedagogic processes in the light of theoretical frameworks and empirical research. Each of the above theory courses is to be complemented with practicum courses.

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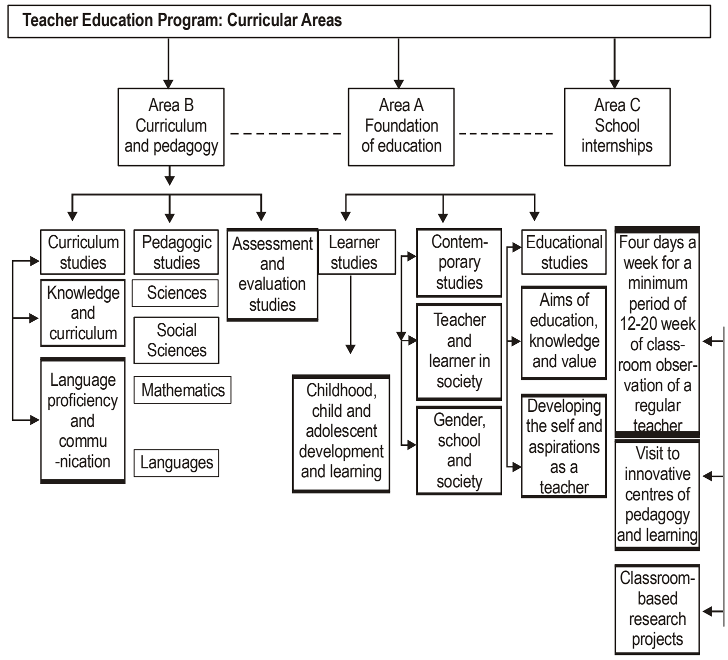


Fig. 7.2 *Teacher Education-Curricular Area (Sources: NCFTE, 2009)*

- **Area C: School Internship:** This includes the following:
  - o Visits to innovative centres of pedagogy and learning, wherever feasible
  - o Classroom-based research projects
  - o School internship of four days a week for a minimum period of six-ten weeks, including an initial phase of observing a regular classroom
  - o Developing and maintaining resources in the internship schools
  - o Developing unit plans and maintaining deep journals

The practice of teaching during school internship would include not more than four-unit plans per subject. Planning of the units would include a critical engagement with content from multiple sources, including the school textbook, organization and presentation of subject matter, formulating questions, specifically to:

- o Assess knowledge base and understanding of students
- o Further the process of knowledge construction and meaning-making in the classroom
- o Assess students' learning to improve pedagogic practice and further enhance learning.

Table 7.1 *Teacher Education Curricular Areas a Schema*

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Curricular Areas	Major Components	Curricular Aspects	Curricular Provision
Area-A: Foundations of Education	**Learner Studies** *Childhood, Child and Adolescent Development* **Contemporary Studies** *Teacher and Learner in Society Gender, School and Society* **Educational Studies** *Aims of Education, Knowledge and Values Developing the Self and Aspirations as a Teacher*	**Drawing upon psychology, sociology, linguistics and education.** *Constructs of childhood, adolescence; socialization; language; cognition, thinking and learning; school and physical health; self, identity; inclusive education* **Drawing upon sociology, history, philosophy, psychology, political science and economics.** *Issues and concerns of contemporary Indian society; human and child rights; classroom as social context Identity development; understanding curriculum and texts from a gender lens; debates about professionalism and feminization of the teaching profession* **Drawing upon educational theory, philosophy, history and sociology.** Basics of teaching-learning; theoretical constructs, educational thinkers; vision of education in India, issues and concerns; school culture and school as a learning organization; peace education Self and identity; interpersonal relations, adult-child gaps; personal and social constructs; schools as sites of contestation and social change.	**2-3 theory courses** with in-built field-based units of study; **Practicum** courses, workshops, seminars, group and individual assignments **1-2 theory courses** with in-built field-based units of study, projects, seminars, group and individual assignments **1 theory course** with inbuilt field-based units of study; group and individual assignments, seminar presentation **1-2 theory courses** with in-built field-based units of study; assignments, group presentations, term papers **1 course** workshop-based with a brief on theory; workshops on issues of gender; identity; social and personal conflict; childhood; relationships
Area-B: Curriculum and Pedagogy	**Curriculum Studies** *Knowledge and Curriculum* *Language Proficiency and Communication*	**Focus on key concepts of the basic disciplines of language, mathematics, social sciences and sciences; sociology of knowledge and curriculum**	**4-6 theory courses** with inbuilt field-based units of study; investigative projects; recording and analysis of observations. **1 course** designed as workshops with hands-on activity in

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Area-B: Curriculum and Pedagogy	**Curriculum Studies** *Knowledge and Curriculum* *Language Proficiency and Communication* **Pedagogic Studies** *Language* *Mathematics* *Social Sciences* *Sciences* **Assessment and Evaluation Studies** *Perspective and Practice of Learner Assessment*	**Focus on key concepts of the basic disciplines of language, mathematics, social sciences and sciences; sociology of knowledge and curriculum** Engagement with subject content and school curriculum, textbooks; philosophical and ideological basis of curriculum; design and selection of knowledge; Knowledge as construction; disciplinary knowledge. Language proficiency and communication skills; metalinguistic awareness; skills of speaking, listening, reading and writing in varying contexts; content area literacy **Drawing upon pedagogical theory, constructivist and socio-constructivist perspectives** Nature of discipline and knowledge; understanding school curriculum; critical engagement with principles of teaching; epistemological issues **Draw upon critical reading of psychometric approaches; sociological frames of analysis and constructive approaches** Critical reading of evaluation perspective and practice; place of assessment for learning; qualitative and quantitative measures; hands-on experience clinical interviews, observation formats and interpretation of qualitative data.	**4-6 theory courses** with inbuilt field-based units of study; investigative projects; recording and analysis of observations. **1 course** designed as workshops with hands-on activity in the use of language for communication **4-6 optional theory courses** offering areas of specialization**; practicum courses c**omprising of curriculum and text analysis and creation of alternative learning materials. **1 theory course** with complementary practicum; analysis of question types and assessment formats; group and individual assignments.

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Admission policies and procedures for student teachers

At the graduate level, qualifying marks should be fifty per cent along with a passing score at an entrance exam (CET). The applicant must have studied at least two school subjects at the graduation level. It would be ideal to add subject mastery at the B.Ed. Level, provided the duration of the B.Ed. course is increased. An integrated B.A. B.Ed., B.Sc., B.Ed., B.Com. B.Ed. of the duration of four years after higher secondary is an appropriate way to do this.

Curriculum of pre-service teacher education at elementary level

Curriculum Framework for Quality Teacher Education prepared by a committee of National Council for Teacher Education in 1998 has elaborated upon the curriculum, contents and evaluation systems for all the levels of teacher education. It has a well emancipated curriculum for elementary teacher education.

The documents states that a number of Elementary Teacher Education Institutions (ETEIs) are putting meticulous efforts in preparing teachers for primary and upper primary classes in the country. These institutions are providing basically two types of teacher education programmes, first for primary classes and second, for elementary classes. The primary standard teacher education programmes are diploma courses such as Junior Basic Training (JBT) and Diploma in Education (D.Ed).

The programmes of elementary teacher education are diploma as well as degree courses. These are known as Diploma in Early Teacher Training (DETT) and Bachelor in Elementary Teacher Education (B.El.Ed.). Though the curricula of these programmes is varied but they are entwined around a basic structure provided by National Curriculum Framework for teacher education.

The specific objectives of pre-service elementary teacher education include:

- Development of understanding of the psychological and sociological foundations relevant to the primary stage
- Management of appropriate resources for organizing learning experiences of children
- Acquainting student-teachers with methods and techniques of caring for children with special needs
- Enabling student-teachers to acquire necessary skills so as to develop curiosity, imagination and creativity
- Development of the capacity to understand and analyze the social and emotional problems
- Enabling student-teachers to organize games, sports, physical activities and other co-curricular activities

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In order to translate the mentioned objectives in practice, the curriculum of pre-service elementary teacher education is divided into three types of components. These are theory, practice teaching and practical work. These components have the following subjects and constituents:

- **Theory:** The theory component includes Education in Emerging Indian Society, History of Primary Education in India, Psychology of Teaching and Learning, with special reference to children of age groups six-eleven years, Assessment, Evaluation and Remedial teaching, Health and Physical Education, School Management, Education of Children with Special Needs, Guidance and Counselling and Action Research.
- **Practice teaching:** In order to provide student teachers an insight into the practical aspects of the theory of education, they are assigned to prepare a Pedagogical Analysis of Primary School Subjects. Apart from this, they are supposed to practice their skills in teaching through Practice Teaching in Schools. Along with these, the student teachers are also supposed to observe lessons of their peers.
- **Practical work:** The practical skills in teaching include School Experience inclusive of Internship during the school internship. Another important component of practical work in Work Education provides them an experience in the practical aspects of school functioning. The student-teachers of all sorts of teacher education programmes undergo School-Community Interaction through working with some registered Non-Governmental Organizations. The curriculum also involves Action Research Studies and Organization of relevant Educational Activities during the course of programme.

Curriculum of pre-service teacher education at secondary level

The curriculum for secondary level pre-service teacher education, more popularly known as Bachelor of Education or B.Ed., is more intensive and comprehensive. At present, the B.Ed. is a one year programme which starts after graduation. The pass-outs of this programme are eligible for teaching till secondary stage.

The specific objectives of B.Ed. programme can be enlisted as:

- Enabling the prospective teachers to understand the nature, purpose and philosophy of secondary education
- Developing understanding of the psychology of pupils
- Acquiring stage specific competencies to pedagogy, curriculum development, its transaction and evaluation
- Enabling student-teachers to make pedagogical analysis of the subjects they are to teach at the secondary stage
- Developing guidance and counselling skills

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- Enabling student-teachers to foster creative thinking among students for reconstruction of knowledge
- Enabling student-teachers to utilize community resources as educational inputs
- Developing communication skills and use the modern information technology
- Acquainting student-teachers with the process of research in education including action research and pedagogical analysis

Like the curriculum of elementary teacher education, the curriculum of secondary level pre-service teacher education also is divided into three components, viz., theoretical subjects, pedagogical practices and practical work. The theoretical subjects are subdivided into three categories of core, elective and pedagogy courses. The pedagogical practices section contains three components, namely, micro-teaching, simulated teaching and practice teaching.

Micro teaching takes place in two steps of teach and re-teach sessions. The number of sessions depends upon the number of skills being practiced in a particular TEI. There is no fixed number of simulated teaching sessions as well. This usually falls between five and ten in various universities.

Under the practice teaching activity student-teachers take fifteen to twenty classes in each of the two pedagogy in practicing schools. The practical work in teacher education is of two types, namely:

- **Sessional work:** It provides a record of co-scholastic activities taking place during the whole session.
- **School based projects**: This includes lesson plan book, peer observation booklet, case study file, achievement test record, action research, school record analysis. The number of activities conducted under practical work is not standardized.

Need and importance of evaluation in teacher education

Evaluation is an act or process that assigns 'value' to a measure. Verbally, evaluation means 'to find the value of or to judge the worth of'. In the process of evaluation, we are to make a judgment as to the suitability, desirability or value of a thing. In education, evaluation refers to the assessment of student's progress towards stated objectives, the efficiency of our teaching as well as the effectiveness of the curriculum.

Apart from classroom examination, evaluation also deals with the evaluation of cognitive, affective and psychomotor domains of the students. As J. M. Bradfield mentions, 'Evaluation is the assignment of symbols to phenomenon in order to characterize the worth or value of the phenomenon usually with reference of some social, cultural and scientific standards.' In the words of Hanna, evaluation is the process of gathering and interpreting evidences on change in the behaviour of all students as they progress through school.

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A comprehensive, objective and transparent system of evaluation in teacher education has been emphasized by a number of committees and commissions in the past. Several plans and strategies have been recommended to reduce the usual emphasis on external examination and to encourage internal assessment pervading all activities and assignments involved in teacher education curriculum. But unfortunately, the mission of ensuring a justified evaluation scheme in teacher education still remains a challenge to its stakeholders.

NCTE feels that evaluation is a weak link in many in-service training programmes. In most cases, in-service programmes are evaluated on an *ad hoc* basis. Each in-service teacher education programme should have monitoring as an integral component so that effectiveness of a programme can be properly assessed and appraised. Programme evaluation should assess whether the required inputs were provided to the programme on time, the logistics properly looked after and coordinated, the reading materials provided to participants.

Another aspect of programme evaluation should be to assess the gains of each participant. The other subtle aspect is the impact evaluation to assess the impact of the programme at the grass root level and in the field situation.

Evaluation of Pre-Service Teacher Education at Elementary Level

Evaluation of teacher education at elementary level has for long been a critical question. It is expedient to employ the formative evaluation for obtaining continuous feedback, motivating students and guiding their efforts. There is need to replace external examinations by continuous and comprehensive internal examination system. External system of evaluation needs to be carefully planned; testing tools should be validated and made more reliable. In different situations, evaluation of theoretical component may be based on essay questions, short answer type questions, objective type questions, objective-based questions, oral examinations, and participation in group activities.

Similarly, the evaluation of practice teaching also needs innovations to make it more judicious and objective. Gradual transition to continuous and comprehensive internal evaluation of practice teaching and assigning grades instead of marks would be a professionally sound step. Evaluation of practical work should be divided into more components to make it democratic and student-centred.

Evaluation of pre-service teacher education at secondary level

Evaluation of Teacher Education Programme at secondary level is also, by and large, traditional and intuitive in nature. It can be easily understood through the following chart:

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Table 7.2 Existing Evaluation Scheme in Teacher Education

S. No.	Component of Evaluation	Scheme of Evaluation
1.	Theory Papers	25-40% internal marks are assigned. But the mode of evaluation for this component is not standardized. Usually presentations, assignments files, Portfolios and Class-tests are used to evaluate this component. The final examination for theory papers contains 2-3 Essay type questions, 4-5 Short answer questions and several Objective type questions. Evaluation of first two types of question remains subjective and autocratic.
2.	Pedagogical Practices	• **Micro Teaching**: Usually 100 Marks are assigned to this component. There is no specific criterion for the evaluation and marks are distributed quite casually. • **Simulated Teaching**: Generally 5 such plans are executed in Training Colleges. No Specific marks are reserved for ST as it is taken as a part of Practice Teaching • **Practice Teaching**: This activity involves preparation of 15-20 lesson plans and their execution in the practicing schools. No specific marking is assigned to the individual skills or plans. Evaluation is not done on the spot. Comments and suggestions are given on the plans but these are not given worth at the time of final evaluation.
3.	Practical Work	• **Sessional Work**: Art & Craft, Sports, Computer practical, Community Service, Tours & Excursions are the major activities included in this head. Student-teachers are expected to prepare and present the record of all these activities. There is no open policy of evaluation for such files and records. • **School Based Projects**: Lesson Planning, Peer Observation, Case Study, Achievement Test Record, Action Research, School Record Analysis, Psychological Testing are the common records to be maintained by the student-teachers. But they hardly know their evaluation plan and weightage assigned to each of these accounts.

Need and importance of innovations in teacher education

Innovation generally means doing the same things in a new way. In other words, innovation is application of alternative solutions to solve the traditional problems. In education, innovation means to bring holistic changes of educational system and management, eventually leading to the use of new content, methodology, technology and evaluation strategy. The purpose of innovation in education is to manage the school plant in more efficient, transparent, logical and democratic way.

With changing time and circumstances, we cannot rely upon the obsolete content, methodology and ideologies to prepare our students to meet the varied challenges of the future. Therefore, we need to be innovative as well as creative in dealing with students inside and outside the classroom. Time is constantly changing and the only way to keep up with it is to keep growing and evolving.

7.2.4 Importance of In-Service Education for Teachers

Different educationists have emphasized different reasons for the need of INSET. Given below are some of these:

- **The University Educations Commission Report:** It is considered extraordinary 'that school teachers learn all of whatever subject they teach

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before reaching its fullness and, to keep alive and fresh, need to become learners from time to time'.

- **The Secondary Education Commission Report:** It highlighted the importance of in-service education in these words—'However excellent the programme of teacher training may be, it does not, by itself, produce an excellent teacher. It can only anger the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience.'
- **J. P. Leonard:** In his article 'Learning is lifelong', edited by I. J. Patel, M. B. Buch, and M. N. Palsare in the book, *Readings in In-service Education*, Leonard emphasized the need for in-service education programme due to the following reasons:
  - o Education is a lifelong process and no formal training in an institution can fully prepare a person for professional services.
  - o In the area of teaching, new investigations are constantly revising our ideas on how and what to teach.
  - o All individuals have a tendency to repeat experiences and teachers, especially if they have a tendency to teach as they were taught.
  - o In many areas of India, especially in villages and small towns, there is short supply of books, research findings, demonstration of successful experiences and instructional aids, which are needed by a teacher to keep him up-to-date in his profession.
- **Jay E. Green:** In his book *School Personnel Administration*, Green describes following multitude of forces, operating now and requiring increased attention to the in-service education of teachers in a school. These are:
  - o There has been a rapid increase in reinterpretation of knowledge, making obsolete much of what teachers were taught during their training period.
  - o There are a large number of poorly and differently educated teachers throughout the country.
  - o Many new techniques and tactics of instruction have been developed of which many educators are unaware.
  - o New and recently developed instructional media, language labs, teaching machines, computers and TVs require new ways of viewing the teaching and learning in school setting.
  - o As a result of research work on teacher behaviour in the classroom, new insight into the nature of teaching is being generated.
  - o Day-to-day problems encountered by teachers in classroom situations are related to the discipline and motivating the children.

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- o Changing social environments, norms, and values also force a teacher to adopt new methods and techniques of teaching and evaluation.
- o A teacher has to play different roles of which each requires different kinds of knowledge, attitudes, and skills.
- o After a period of time, a teacher generally forgets whatever he is taught in his pre-service training.
- o The enthusiasm and morale of a teacher generally decreases as the time passes.

Objectives of in-service education for teachers

In-service education programme is uncouthly a significant programme, aiming at the continuous development of teachers in a desired direction. Following are the chief objectives of in-service education for teachers:

- To provide incentive to the teachers to function more efficiently
- To help teachers to know their problems and to solve them by pooling their resources and wisdom
- To help teachers to employ more effective methods of teaching
- To help teachers get acquainted with modern techniques in education
- To broaden the mental outlook of teachers
- To upgrade the teachers' knowledge and understanding of the contents
- To increase the professional efficiency of the teacher

Assumptions of in-service education for teachers

The in-service education programme for teachers is based on certain assumptions. Some major assumptions are as follows:

- Education of the educators continues all throughout his professional career in a planned manner.
- In-service education will contribute to the qualitative improvement of education.
- The pre-service training provided to the teacher is not adequate for the rest of his professional career for discharging her/his duties effectively.
- There are many areas of human endeavour in which changes occur, and these changes demand corresponding changes in education and therefore in the educators.
- In-service education is needed in order to bring about changes in education corresponding to changes in other related areas, it is necessary to improve the competence of the teacher in terms of his knowledge, skills, interests, and attitudes as an essential means of improving education.

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- Pre-service training helps bring about changes in solving their academic problems and meeting the academic needs the INSET programme helps effectively.
- In-service training is an essential means for improving education.

Need for in-service education

Relationship between training and job is helping people to be more successful on the job. If we put people on job having that knowledge and skill which are required for the job, prediction will be successful. Teaching is a profession which needs training. But, the question is of the exact level at which training is required. Teaching at any level is done with a view to impart knowledge. So far as objectives are concerned, they do not vary at various levels. Only content and procedure is changed at different levels.

Competence and professional skills are the very heart of the programme of teacher education. Knowledge of the methods adopted by other teachers combined with other considerations will make the student try out various approaches to his work and during the practical work of the course.

Thus, a practising teacher generally evolves and polishes his own method. He acquires technical skills in practice and not in the lecture room. He should possess such skills and competencies which make his task easy, useful and effective. He should know the techniques and procedures to be adopted in his profession and should be able to effectively perform of his duties.

All the teachers should be trained, but there should not be and in fact cannot be a specific training of teachers. Much wastage in teaching efforts can be saved if the prospective teacher is subjected to teacher-education situations conductive for actualization of potential in him.

A good deal of waste in teachers' efforts might be avoided by training. But a teacher is not a teaching craftsman. He has to help his students to develop certain personality traits and also to realize desirable values. In past, the training of teachers was born out of the necessity to bring up a 'literate' generation. The teachers were helped to develop a narrow technique and a highly specialized professional approach. Today, the need is to bring out a 'sophisticated' and 'cultured' generation.

Teachers are a section of community sharply segregated from the rest who prepare themselves for their life's work in an institution system which, as it exists today, fails to educate human beings. Our aim must be the education of the right human beings for work in our schools. The only means of strengthening one's intellect is to let the mind be a thoroughfare for all thoughts and not a selected party. From this open mindedness, sympathy, tolerance, intellectual adaptability, and width of interest will develop attributes essential for successful living and dealing with children.

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However, all this requires a comprehensive philosophy of life and education—a map by which future teachers may observe themselves in relation to other teachers as well as other human activities. During her/his training course, a teacher must be given time and opportunity to think about education because she/he will be engaged in the all absorbing tasks of the classroom and common life.

Therefore, prospective teachers must be offered opportunities to associate with the best minds and to develop a disciplined intellect as well as the quality of appreciation of culture in its various forms. He will have an emotional life developed to a fine sensitivity but held in a strict control.

The most important task of education for the future is to improve the intellectual and technical competence in teachers. It aims at maintaining or increasing the quality of entrants for the profession to satisfy society's needs. While the first aim is quantitative, the second is qualitative. Some other important reasons have been mentioned below:

- **Education of the educator:** It continues throughout his professional career in a planned manner.
- **Educational extension:** It contributes to the qualitative improvement of education.
- **The pre-service training provided to the teacher:** It is not adequate for the rest of his professional career for discharging his duties efficiently.
- **Changing areas of human endeavour:** These changes demand corresponding changes in education and the educator. All these new developments, innovations and changes necessitate corresponding changes to be brought abut in educational objectives, curricula, textual content, teaching methods, and instructional materials, without delay, so that education remains dynamic, up-to-date and responsive. Educational extension prepares in-service teachers and other educators for bringing these required changes in education.
- **Improvement of competence:** In order to bring about changes in education and corresponding in other related areas, it is necessary to improve the competence of the teacher in terms of his knowledge skills, interests, and aptitudes as an essential means of improving education.
- **Need of change:** In addition to mass scale changes to be brought about in education from time to time, individual teachers and small groups of schools may feel the need to bring about certain changes and aspire to solve certain specific academic problems. Educational extension is capable of helping these individuals or groups in meeting their academic needs and in solving their academic problems.

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7.2.5 Present Scenario of In-Service Training of Teachers

For in-service training, the country has a huge system of teacher training institutions (TTIs) which provide yearly in-service training to school teachers. The increment in these TTIs is both vertical and horizontal.

At the national level, the National Council of Educational Research and Training (NCERT), along with its five Regional Institutes of Education (RIEs), prepare a mass of training modules and undertake explicit programmes for training of teachers and teacher educators. Institutional support is also given by the National University on Educational Planning and Administration (NUEPA).

At the state level, the State Councils of Educational Research and Training (SCERTs) prepare teaching packages for teacher training and carry out specialized courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Study in Education (IASEs) provide in-service training to secondary school teachers and teacher educators.

At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers. Under the Sarva Shiksha Abhiyan (SSA), every teacher gets twenty days in a year to train in the subject or in related area through DIETs.

Present scenario of in-service training of teachers

Most initiatives in 1990s have focused on in-service training of teachers at the elementary stage. The in-service training of teachers in the DPEP, for example, ranged from three to (maximum) twenty days and included a range of topics, with little focus on the teaching-learning process. Information on the education of teacher training in eleven DPEP-I and DPEP-II states is fragmented and imprecise. The impact of these trainings still remains to be understood in spite of a massive infrastructure and investment that went into creating them.

Models of in-service education for teachers

Following are some popular models:

- **Face to face institutional model:** In this model, the training institution offers in-service training programme on straight face-to-face training approach. It is most effective when the number of participants is around thirty to forty. Besides lecture-cum-discussion mode, many other strategies are also used, such as project method, case study method, library work, peer learning sessions, buzz sessions, and small group techniques.
- The advantage of this approach is that there is a direct and continued interface between participants and resource persons. The drawback of this approach is that it cannot be used when the institution desires to train a very large number of participants within a short time.

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- **Cascade model**: In this model, a large number of persons are trained and training design is built on two or three levels. In the first level, the key resource people are given training. They train resource persons who in turn train teachers. The advantage of this model is that a large number of teachers can be trained within a short duration of time. Nevertheless, this approach has its limits. Knowledge and information passed on at the first tier of key resource persons and then, at the second tier of resource, persons get somewhat diluted resulting into transmission loss of training usefulness.
- **Media based distance education model:** With the advent of satellite technology and computers many training programmes are held using electronic media. Audio-conferencing and teleconferencing are already being used.
- In these, the electronic media plays the key role while print material plays a supportive role. The benefit of this model is that training objectives can be achieved within limited period. The restraint of this approach is the inadequate availability of the technology itself, and its huge initial investment.

As a result of various recommendations and researches, many models of in-service education for teachers came into existence. These were:

- Orientation courses
- Refresher courses
- Summer courses
- Sandwich courses
- Educations conferences
- Extension centres
- Exchange of experts
- Short-term courses
- Bureau of publication
- Professional writings
- Indirect training
- Experimenting
- Science clubs
- Correspondence courses
- Evening courses
- Intensive courses
- Workshops
- Seminar and symposium

Agencies for In-service Education

Various agencies are as follows:

- **Correspondence courses for teachers:** To clear the backlog of untrained teachers, correspondence courses for teachers were first started by the

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Central Institute of Education in New Delhi. They were also started at the Regional College of Education and Jamia Millia Islamia in New Delhi, M. D. U in Rohtak, K. U. in Kurukshetra, Himachal Pradesh University and many other universities which ran correspondence courses.

- Since the NCTE got the statutory status, all the courses have been stopped to maintain quality. Now, only open universities and other recognized universities are running distance courses in education, B. Ed and M. Ed for in-service teachers.
- **Seminars:** The duration of the seminar normally varies. These seminars have played an important role in the in-service training of teachers.
- **Orientation courses:** Sixty-six academic staff colleges have been established so far throughout the country to train the teachers working in the field of higher education.
- **Short-term courses:** In-service education is being imparted through short-term courses.
- **Distance education:** In-service education is being imparted as distance education. IGNOU is offering two year B. Ed course for in-service teachers. Similarly, M. Ed programme has also been started by IGNOU for in-service teachers.
- **Sandwich courses:** These courses help in-service education of the teachers to a great extent. In such courses, teachers get the exposure of training in a developed country.
- **Holding workshops:** In-service education is also being given by organizing workshops. Apart from the agencies mentioned above, some other agencies which are helpful in organizing and implementing this programme are as follows:
  - N.C.E.R.T.
  - CIET
  - NUEPA
  - I.A.S.Es
  - U.G.C.
  - University Departments of Education.
  - National University of Educational Planning and Administration
  - SCERTs
  - DIETs
  - NGOs
  - Regional Institutes of Education
  - Central Board of Secondary Education
  - Professional Organization of Teachers

Recommendations of commissions and committees for pre-service programmes

The recommendations of different commission and committees for pre-service programmes of teacher education are given in Table 7.3.

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Table 7.3 *Recommendations for Pre-Service Programmes*

Name of Committee/Board/ Commission	Year	Major recommendations regarding teacher education
Hartog Committee	1929	• Primary teacher training • Lengthening the duration of training courses. • Provision of adequate staff for training institutions.
Central Advisory Board of Education	1943	• Duration of training programmes for teachers. • Two years for pre-primary and junior basic. • Three years for middle school. • Two years for non-graduates in high schools. • One year for graduates in high school.
Sergent Committee	1944	• Need to strengthen practice teaching.
Memorandum on the further action taken by the Provincial Governments on the Post-war Educational Development Report	194-47	• Emergency secondary grade training course of one year to bridge the gap between supply and demand.
First Five Year plan	1950s	• Paradigm shift of teacher education as a process of total development of the individual personality.
Second Conference of All India Training Colleges	1951	• Realization that teacher education had a broader canvas.
Secondary Education Commission Report	1953	• Professionalism in teacher education. • Reorientation of syllabus and evaluation techniques. • Need to integrate subject content and transactional strategies.
University Grants Commission report of the review Committee on Education	1956	• Shift in stress from secondary to primary teacher education. • No untrained teacher to be recruited. • Setting up of correspondence courses for B.Ed. at Regional Colleges of Education (194-5).
Education commission Report	1964 – 66	• For those who have passed the school leaving certificate or higher secondary leaving certificate, the period of training is to be two years. • For graduates, the training to be one academic year.
		• Training colleges to conduct research in pedagogy • Only trained graduates with three years experience to be admitted to M.Ed. courses.
NCERT	1975	• Publication of curriculum framework for school education.
NCERT	1978	• Publication of curriculum framework for teacher education.
Chattopadhyaya Committee	1983 – 85	• The minimum length of training for a secondary teacher should be five years following the completion of Class XII. • Reiterated the need "…to enable general and professional education to be pursued concurrently". • Need for an integrated four-year programme.
National Policy on Education	1986	• Reiterate that teacher education is a continuous process and pre-service and in-service components are inseparable.
The Acharya Ramamurti Committee – Review of the NPE 1986	1990	• Need for an internship model as it is based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.
The Yashpal Committee Report Learning without Burden	1993	• The content of the programme should be restructured to ensure its relevance to the changing needs of school education. • The emphasis should be on enabling the trainees to acquire the ability for self-learning and independent thinking.
NCTE	1995	• Approved norms and standards for teacher training institutions at the pre-school, elementary and secondary level.
NCFTE	2009 – 10	• Guidelines for all aspects of teacher education with the focus on preparing humane teachers.

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Check Your Progress

1. What did the National Curricular for Teacher Education 2009 recommend for teacher education?
2. What are the three areas of programme structure in teacher education?
3. List the three types of components of pre-service elementary teacher education.
4. Name the three categories into which theoretical subjects are subdivided.
5. Name the book in which Jay E. Green describes the need for in-service education of teachers.
6. State any one assumption on which the in-service education programme for teachers is based.
7. What forms the centre of the programme of teacher education?

7.3 DISTANCE EDUCATION PROGRAMMES

Eminent academician Yash Pal commented in the foreword of National Curriculum Framework 2005 that 'Education is not a physical thing that can be delivered through the post or through a teacher. Fertile and robust education is always created, rooted in the physical and cultural soil.' These lines direct us towards the question—What is education? Various scholars and renowned personalities have defined education in different ways. According to Nelson Mandela 'Education is the most powerful weapon which you can use to change the world.' According to the eminent philosopher John Dewey 'Education is not preparation for life, education is life itself.' In-fact it can be said that education is a life-long activity that starts from the cradle. Education which occurs in the course of daily activities without any intentional motive and organized structure is referred to as informal education. Education can be non-formal along with formal and informal. Although non-formal education is not structured as the formal one in terms of place or time, there is the element of planned and intentional activities directed towards some desired end. Distance education can be termed as a way of non-formal education.

In the simplest and brief form, distance education can be referred to as education that takes place when the instructors and the students are at different places and time. In fact distance education can be referred to as a general term that includes the range of teaching and learning strategies used by correspondence colleges, open universities or distance education departments of conventional universities or any such teaching learning process carried out in non-formal way where the teacher and the taught are free from the constraints of time and place, studying according to their own pace and suitability. A comprehensive definition of the term has been provided by UNESCO (2002) 'Open access to education and

training provision freeing learners from the constraint of time and place, and offering flexible learning opportunities to individuals and group of learners.' What exactly distinguishes distance education from the conventional one is the concept on which it is based. The basic concepts underlying the distance education system can be said to be:

- **Learner centeredness/learner autonomy:** Distance education takes into account need and convenience of the learners, also catering to the aspect of diversity among individuals. To study at one's own pace and according to one's own choice.
- **Indirect education**: Distance education can be termed as indirect as in this type of education there is minimal face to face interaction. In this type of education the learner is provided the input for learning. The inputs of learning are so designed and given to the learners that they have to bear the responsibility of understanding and utilizing the resource present.
- **Education in the real life setting**: As students in the distance education can study according to their own time and place, it can be said to support Rousseau's assertion that 'Break the shackles and let the child be free,' making students free from the constraints of formal education system.

Open learning

Open learning is another term normally used in conjunction with Distance Education. They are together called Open and Distance Learning (ODL). Distance education is said to be open because:

- Age is not a bar in distance education system as the basic philosophy of distance education system is that anyone can study any time according to one's own situations.
- In distance education there is no strict entry qualification mandate.
- The learner, in most cases, decides on his/her own pace of study.
- The learners themselves are in charge of his/her study timetable.

It is often said that education is an interactive process in which the three important aspects are the teacher, the taught and the environment. The same applies to distance education as well in which the three crucial aspects are: management, course development and the learner support.

7.3.1 Agencies for Distance Education

There are a large number of international and national agencies that are involved in controlling distance education. Some of them are as follows:

- **International Bodies**: The major international agencies engaged in distance education are as under:

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- **The International Council for Open and Distance Education (ICDE):** ICDE was founded in 1938 in Canada as the International Council for Correspondence Education. At present the organization has members from over 50 countries worldwide.
- **The International E Learning Association (IELA):** In e-learning there is no bondage of place and time thus it has emerged as a potential form of distance education.
- **Asian Association of Open Universities (AAOU):** In 1987 a number of open universities of Asian region decided to join hands for enhancing the utilization of distance mode of education resulting in the formation of AAOU.
- **National Bodies:** There are various national organizations within our country for distance education programme that are regulated under the distance education council. The distance education council was established under Indira Gandhi National Open University Act 1985. Some institutions organizing distance education programmes in India are as follow
- **National Institute of Open Schooling (NIOS):** Provides distance education at school level.
- **Arjun Singh Centre for Distance and Open Learning, Jamia Millia Islamia:** This institution was established in 2002 for providing opportunity of higher education to those who cannot take up formal education.

These are just to name a few there are a number of institutions and universities in Indian subcontinent that provide distance education such as Acharya Nagarjun University, Guntur, Dr. B.R. Ambedkar open university, Hyderabad and so on.

7.3.2 Professional Preparation of Teachers through Distance Mode

Distance-delivered teacher education programmes must first prepare trainees to become a successful distance teacher educator. The term successful means there should be less attrition and drop-outs among distance teacher educators. For preparing teachers through distance mode the following measures can be taken:

- **Assess learner's readiness to participate in distance course:** Before entry into a distance teacher education programme, it is necessary to assess students' motivation, self-directed, technology knowledge and time management skills. These attributes of distance learners can be developed through online learning.
- **Offer a face-to-face orientation:** This phase provides opportunities for learners to clarify their doubts about the delivery of programme, practical and evaluative mechanism. Such orientations have proved to be an effective strategy for completion of course by the learners.
- **Offer orientation in the distance mode in which trainees will participate:** Orientation can be held both synchronously and asynchronously using video, audio, chat and web-based platforms. Such opportunities will provide teachers to classify their doubts where they need help.

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- **Organize learners into cohorts or a community:** Peer learning is possible through a number of online programmes such as web collaborative tools. Through these programmes, distance learners are able to share their ideas and get motivated to be online distance learners.
- **Help teachers develop self-study:** As distance education is free from time bound and space-bound, there is a tendency among learners to extend their studies.
- **Educate potential learners and instructors about the spirit of distance learning:** The trainees must be educated that online learning requires high degree of individual and collaborative involvement. Without this type of collaboration, the teacher education programme will not be a success.
- **Offer blended learning opportunities:** Some aspects of teacher education programmes need closer interaction between teachers and students. For example in the case of micro-teaching. To apply new strategies in the classroom requires the presence of an actual tutor. For these reasons tutoring and mentoring have greater chance in distance teacher education programme. Feiman-Nissmer surveyed five conceptual orientations for teacher education. They are the following:
  - o Academic orientation
  - o Practical orientation
  - o Technological orientation
  - o Personal orientation
  - o Social orientation
- **Academic orientation:** This orientation emphasizes on transmitting knowledge and developing understanding. It emphasizes the subject-matter background of the teacher, and teaches how to think, inquire and structure the content.
- **Practical orientation:** This orientation focuses on the skills of teaching. It gives practical training in the classroom. It is commonly associated with various forms of apprenticeship systems of teacher education.
- **Technological orientation:** This orientation aims at training teachers to attain competency in teaching. For this technologies are used to review their own teaching skills.
- **Personal orientation:** This orientation focuses on the teacher as a learner, and a teacher's personal development as the central part. It is a kind of self-assessment made by the teacher.
- **Social orientation:** In this orientation, the teacher is considered as a social engineer. Teachers are trained to remove inequalities in society and promote democratic values in the classroom. They also foster group problem solving among students. Though there are various types of orientation they share the same purpose, i.e. preparing teachers to change society.

7.3.3 Characteristics of Distance Education

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Some of the characteristics of distance education are as follows**:**

- Distance education is carried out through institutions. It is not self-study or a non-academic learning environment. The institutions may or may not offer traditional classroom-based instruction, but they are eligible for accreditation by the same agencies as those employing traditional methods.
- Although there is geographic as well as separation of time between the teacher and taught, the differences can be bridged through well designed curriculum catering to social, cultural as well as intellectual differences of students.
- Interactive telecommunications connect individuals within a learning group and with the teacher. Electronic communications, such as e-mail, are used, but traditional forms of communication, such as the postal system, may also play a role. Whatever the medium, interaction is essential to distance education as it is to any education.
- Distance education, like any education, establishes a learning group, sometimes called a learning community, which is composed of students, a teacher, and instructional resources in the form of books, audio, video, and graphic displays that allow the student to access the content of instruction.

  Overall it can be said that the concept of distance education is a democratic idea and this is what makes it most unique as it gives the learner the autonomy and support individualized instruction principals.

Check Your Progress

8. What is the basic concept of distance education?
9. Mention any three measures that need to be taken in preparation of teachers in distance mode.

7.4 ORIENTATION AND REFRESHER COURSES

Academic staff colleges are advised and directed by the Academic Advisory Committee. Every year, UGC invites proposals from ASCs for organizing the programmes. These proposals are accepted on the basis of merits and strengths of the university and the number of programmes a university will conduct in the particular financial year.

National University for Educational Planning and Administration (NUEPA, New Delhi) monitored the activities of ASCs in initial years of the scheme. The trainees of the ASC programmes are called participants and trainers are called resource persons. These programmes benefit both as they share their knowledge and learning. The expenses of the participants and the resource persons and expenses for arranging programmes are funded by UGC.

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In 2007, the UGC directed all the universities having Academic Staff Colleges to make regular appointments instead of temporary appointments in the teaching and non-teaching staff. Each Academic Staff College is supported by three core staff members, i.e., Professor-Director, Associate Professor and Assistant Professor, and nine non-administrative staff members. In the tenth Five Year Plan, funds were provided to ASCs to setup computer labs for imparting information and communicative skills to the trainees. In the eleventh Plan, the ASCs were asked to provide hostel facilities to the participants and resource persons.

Initially, only staff of government colleges and universities was encouraged to attend the programmes of ASCs, but now, due to rapid expansion of private colleges, the facility to participate in these orientation programs has been extended to private colleges as well. To encourage participation of faculty from private institutions, the government has linked affiliation of universities with faculty participation. Participation in orientation programmes and refresher courses are mandatory for college and university teachers for their career advancement.

Refresher courses

The duration of refresher courses is of three weeks, and they are composed of 108 working hours for in-service teachers of Universities and Colleges. Recently, they have introduced contract programmes for research scholars and post-doctoral fellows. Through such programmes, a platform is provided to exchange and share their experiences with their peers and reciprocally learning from each other. This course also helps teachers/research scholars to update their knowledge.

Completion of one orientation course is compulsory for participation in a refresher course. These programmes help in the career improvement of teachers in universities and colleges.

Subject specific and interdisciplinary or multidisciplinary refresher courses are the two types of refresher courses. Issues like social evils, aspects of cultures, human rights, gender issues, developmental issues, economics human values, research methodologies in various disciplines are offered as interdisciplinary refresher courses, apart from subject-specific courses. One member from the teaching staff is designated as coordinator from the concerned department. This member helps Academic Staff College in planning and organizing the course. At the end of the programme, participants are evaluated and graded for their performance.

Centres for refresher courses

The University Grants Commission accepts proposals from Centres of advance studies, Centres of excellence, and departments of selected Universities for organizing Refresher Courses for Universities/institutions without Academic Staff Colleges. Such institutions are called Refresher Course Centres, and these helps and promote academic excellence in teachers.

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Programmes of academic staff colleges

The Academic Staff Colleges offer three kinds of programmes:

- Orientation programmes of four weeks for all new lecturers
- Refresher courses for three weeks for serving teachers
- Short-term orientation, workshops, and orientation courses for administrators, senior academicians, HODs, principals, and UGC officials

In the eleventh Five Year Plan, some more programmes have been included for Associate Professors, Professors, Research Scholars and Administrative staff., professional development programmes of six days for non-academic Group B and C, staff, including the UGC staff. At least twenty participants are required to start or organize any of the programmes mentioned above. Various methods of advertising have been adopted by ASCs, like issuing notification in local newspapers, University News magazine, schedule display on UGC website, and by post to publicize information about their programmes.

7.4.1 Orientation Programmes

Orientation programmes are of four weeks, constituting 144 working hours for newly appointed Assistant Professors of Universities and Colleges. Orientation programmes emphasize that teachers are agents who can bring about socio-economic changes and national development and also underline the need to make them skill-oriented. Orientation courses help young professors to become self-reliant by creating awareness of the social, intellectual and moral environment.

Objectives

The objective of this programme is to motivate and spread awareness among teachers about the systematic techniques and methodologies. It also provides opportunities for professional and career development, so that teachers can fulfil their role and responsibilities effectively. The ASCs are given flexibility to plan and execute the programme to achieve the following objectives:

- Understand the significance of education in general and higher education in the global and Indian context
- Understand the relationship between education and economic and socio-cultural development with particular reference to Indian politics
- Acquire and improve basic skills of teaching at the College/University level
- Make use of opportunities for development of personality, initiative and creativity

Components

To achieve the above given objectives, the curriculum for the orientation course may have the following four components:

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- **Component A:** Societal awareness, awareness about environment, awareness about development and education
- **Component B:** Educational philosophy, history of Indian Education and pedagogy
- **Component C:** Resource awareness and knowledge generation
- **Component D:** Educational management and personality development

Details of these are provided below:

- **Component A:** This component helps the teacher in realizing the broad context of education and their role in society. Some illustrative topics are secularism, egalitarian society, national integration, multilingualism, multiple cultures, gender and women empowerment, equality, status of women and children, casteism, environmental pollution and biodiversity unemployment, industrialization, urbanization, rural development, sustainable development, public interest movements.
- **Component B:** The aim of this component is to develop some basic skills and sensitivities that a teacher needs for effective classroom teaching-learning. These topics may be as given below:
  - o **Educational philosophy:** These topics may be on globalization of education, value-based education, comparative educational systems, role of society and institutions.
  - o **Indian education system:** These topics can be on planning, university autonomy, programs and policies, organizational structure.
  - o **Resource mobilization:** This includes economics of education and human resource development.
  - o **Quality:** This includes quality assurance in higher education, indicators of quality assurance, assessment and accreditation.
  - o **The human aspect:** This includes human growth and development, aptitudes, attitude, intelligence, learning theories learner and the learning process, understanding the developmental process of adolescent learner, need.
  - o **Methods and materials of teaching:** This includes prescribed texts, effective classroom teaching techniques, and assignments.
  - o **Technology in teaching:** This focuses on audio, video, educational films, computers, concept of teaching, levels of teaching and phases of teaching.
  - o **Curriculum design:** This includes needs-based courses, remedial courses, and curriculum development.
  - o **Evaluation and feedback:** Under this, topics can be setting question papers, measurement and examination, and reforms.

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- o **Alternate methods of learning:** This includes topics such as self-learning and informal learning, distance and open learning.

- **Component C:** This component helps the teacher in becoming self-sufficient by continuously increasing techniques, processes, methods and sources of knowledge.
  - o Information technology
  - o Documentation centres
  - o Libraries
  - o Institutions such as museums, laboratories, specialized institution
  - o Research
  - o Industry-university linkages
- **Component D:** This component aims in familiarizing teachers with the organization and management of the college and are made aware of various ways by which they can develop their own personalities. Some of these illustrative topics are:
  - o Verbal and non-verbal communication skills
  - o Thinking skills and scientific temper
  - o Leadership, team building and work culture
  - o Administrative skills, such as decision-making, service rules, human relations and interpersonal effectiveness
  - o Educational management, which includes institutional management, management committees, examinations, hobby clubs, sports and co-curricular activities
  - o Student guidance and counselling
  - o Mental health, focusing on attitudes and values
  - o Career planning and time management
  - o Teacher efficacy, focusing on qualities of an effective teacher, code of conduct, accountability and empowerment

Depending upon the academic background requirements of the teacher, the ASC may select the number of topics and methodologies of teaching. Weightage to each component is kept flexible, and the ASC may decide the modalities and time allocation of the input based on the needs of the respective groups. The above mentioned components are a small list of topics suggested by the UGC.

However, ASCs may choose topics, modes of instructions and methods of delivery of their own choice to bring out the best results. At times, they are designed with inputs from the trainees as well. Colleges have devised a method by which they can gauge the motivational levels of the participants at the time of enrolment that subsequently sets the tone and direction of the course.

Professionals from the fields of administration, journalism, academic disciplines, industry, social services, and literature are called for the benefit of young teachers and trainees. Various practical methods are employed in the development of teaching and research skills. Basic features in most of the orientation programs are micro-teaching, workshop orientation courses, language labs, curriculum development, computer training, field study, e-content development, extension work, and cultural activities.

Assessment

Variety of activities in teaching techniques and methodology makes the trainees participate in the courses actively. The trainees evaluate their trainers and, in turn, are evaluated by their trainers, coordinators and peers on the quality of their assignment, presentations and reports. Evaluation is also done on the level of participation in academic and organizational tasks, discipline, and promptness.

To ensure serious involvement of the trainees, certificates are awarded with grades. In case the participants get less than fifty per cent marks, they are required to attend the programme again after a gap of one year on their own expenses. This certificate is required for career improvement of the participants.

At the end-of-the-course, participants are supposed to give their feedback, which gives ASCs necessary information in terms of the impact and effectiveness of the course. This kind of self-evaluation and monitoring helps to improve the quality of these programs.

Short-term orientation/workshop orientation courses

Each ASC annually organizes one or two meetings for a duration of two days for principals, Heads, Deans, officials of colleges, educational/administrative officers, including UGC officials with an objective to:

- Orient them with the importance and philosophy orientation programs and refresher courses and accordingly persuade them understand the activities of ASCs and depute teachers
- Enable them to understand their new roles as supervisors
- Facilitate reforms in higher education through appropriate modification of management systems at various levels
- Create awareness about quality issues in higher education system, new government, reforms in higher education, trends in global education, advances in information technology, e-learning, e-content development, human rights issues, and value-based education

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Check Your Progress

10. How does the ASC define participants and resource persons?
11. What are the two types of refresher courses?

7.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The National Curricular for Teacher Education 2009 recommend that teacher education courses should be reorganized at all levels.
2. The three areas of programme structure in teacher education are given below:
   a. Area A—Foundation of Education
   b. Area B—Curriculum and Pedagogy
   c. Area C—School Internship
3. The three types of components of pre-service elementary teacher education are as follows:
   a. Theory
   b. Practice Teaching
   c. Practical work
4. Three categories into which theoretical subjects are subdivided are core, elective, and pedagogical courses.
5. It is in his book School Personnel Administration that Green describes the multitude of forces, operating now and requiring increased attention to the in-service education of teachers in a school.
6. One assumption of the in-servicing teaching programme is that education of the educators continues all throughout his professional career in a planned manner.
7. Competence and professional skills are the very heart of the programme of teacher education.
8. The basic concepts underlying the distance education system can be said to be:
   a. Distance education takes into account need and convenience of the learners, also catering to the aspect of diversity among individuals.
   b. It can be termed as indirect as in this type of education there is minimal face-to-face interaction.
   c. Students in the distance education can study according to their own time and place.

9. The measures that can be taken are:
   a. Assess learner's readiness to participate in distance course
   b. Offer a face-to-face orientation
   c. Offer orientation in the distance mode in which trainees will participate
10. The trainees of the ASC programmes are called participants and trainers are called resource persons.
11. Subject specific and interdisciplinary or multidisciplinary refresher courses are the two types of refresher courses.

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7.6 SUMMARY

- The East India Company and British government took care to modernize and expend the system of teacher education in India. After independence, the efforts to upgrade and modernize teacher education continued.
- Since its inception, NCTE has been quite active in determining their objectives, content, methodology, technology and evaluation scheme to sustain the relevance and importance of teacher education programmes.
- The National Council for Teacher Education has defined teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level.
- Teaching skills would include providing training and practice in the different techniques, developing approaches and strategies that would help teachers plan and impart instruction, provide appropriate reinforcement and conduct effective assessment.
- Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.
- Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession.
- Teacher education also reaches special education and physical education. Consequently, where there are teachers, there would be teacher education.
- Elementary teacher education, including primary teacher education, is designed to prepare teachers from class I to VII.
- Secondary teacher education programme is organized by Teacher Education Colleges affiliated to different universities and recognized by NCTE.
- In-service education may be defined as continuing education of teachers and other educators which commences after initial professional education is over and leads to the improvement of professional competence of educators all throughout their careers.

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- The Indian pre-service teacher education system is chiefly divided into two categories, viz., Elementary Level Teacher Education programmes and Secondary Level Teacher Education programmes.
- Curriculum is the totality of learning experiences provided to students so that they can attain knowledge, experience and skills through a variety of learning activities in classroom and schools.
- The process of curriculum planning and development has undergone tremendous changes due to philosophical, technological and pedagogical changes in schools.
- Curriculum Framework for Quality Teacher Education prepared by a committee of National Council for Teacher Education in 1998 has elaborated upon the curriculum, contents and evaluation systems for all the levels of teacher education.
- The curriculum for secondary level pre-service teacher education, more popularly known as Bachelor of Education or B.Ed., is more intensive and comprehensive.
- Like the curriculum of elementary teacher education, the curriculum of secondary level pre-service teacher education also is divided into three components, viz., theoretical subjects, pedagogical practices and practical work.
- Evaluation is an act or process that assigns 'value' to a measure. Verbally, evaluation means 'to find the value of or to judge the worth of'.
- Apart from classroom examination, evaluation also deals with the evaluation of cognitive, affective and psychomotor domains of the students.
- For in-service training, the country has a huge system of teacher training institutions (TTIs) which provide yearly in-service training to school teachers.
- In the simplest and brief form, distance education can be referred to as education that takes place when the instructors and the students are at different places and time.
- Distance education takes into account need and convenience of the learners, also catering to the aspect of diversity among individuals. To study at one's own pace and according to one's own choice.
- Age is not a bar in distance education system as the basic philosophy of distance education system is that anyone can study any time according to one's own situations.
- There are various national organizations within our country for distance education programme that are regulated under the distance education council. The distance education council was established under Indira Gandhi National Open University Act 1985.

- Distance-delivered teacher education programmes must first prepare trainees to become a successful distance teacher educator. The term successful means there should be less attrition and drop-outs among distance teacher educators.
- Before entry into a distance teacher education programme, it is necessary to assess students' motivation, self-directed, technology knowledge and time management skills.
- Peer learning is possible through a number of online programmes such as web collaborative tools. Through these programmes, distance learners are able to share their ideas and get motivated to be online distance learners.
- Each ASC annually organizes one or two meetings for a duration of two days for principals, Heads, Deans, officials of colleges, educational/ administrative officers, including UGC officials.

7.7 KEY WORDS

- **Holistic:** It is characterized by comprehension of the parts of something as intimately interconnected and explicable only by reference to the whole.
- **Modalities:** It means a particular mode in which something exists or is experienced or expressed.
- **Empirical:** It is based on, concerned with, or verifiable by observation or experience rather than theory or pure logic.

7.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is in-service education? Why is there a need for up-to-date provisions in subject fields for teachers?
2. Write a short note on Henderson's definition of in-service training.
3. Why is curriculum planning and development essential for pedagogical changes in the school system?
4. What are the various objectives of pre-service elementary teacher education?
5. Why is distance education called open learning?
6. Define Refresher Course Centres. How do they help and promote academic excellence in teachers?
7. How do orientation courses help make professors self-reliant?

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Long-Answer Questions

1. Explain the three levels of school education present in teacher education programmes.
2. Discuss the various objectives of teacher education.
3. Describe the Cascade model and the Media Based Distance Education model of in-service education for teachers.
4. Explain the various agencies for in-service education.
5. Discuss and evaluate distance education along with its characteristics.
6. Explain the various objectives of orientation programmes.
7. Describe the four components that need to be present in the curriculum for the orientation course.

7.9 FURTHER READINGS

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UNIT 8 AGENCIES OF TEACHER EDUCATION

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Structure

8.0 INTRODUCTION

Teacher education can be considered as a continuous process which consists of three distinct but closely interrelated consecutive stages of initial training, induction and in-service education and training (INSET) of which orientation and refresher courses forms a part. All the stages occupy a significant place in the continuum and are not dispensable. So in order to meet the challenge of the modern times and bear the responsibility of providing training to the future shapers of our country there are various agencies of teacher education which can be divided into three broad categories: Agencies at state, national and international level.

In this unit, we will discuss the role and scope of the agencies of teacher education at each level in detail.

8.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the agencies of teacher education
- Explain the role and scope of teacher education agencies
- Discuss the teacher education agencies at state, national and international levels

8.2 ROLE AND SCOPE OF TEACHER EDUCATION AGENCIES

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Teacher education agencies mainly perform the supervisory role. However, their supervision also includes financial assistance, if needed by institutions and approving the establishment of new institutions. They also focus on strengthening research works in the field of education. Let us now analyse the role and scope of teacher education agencies.

8.2.1 International Level: UNESCO

UNESCO was established in 1945 with the mission of establishing peace on the basis of humanity's moral and intellectual solidarity. With the noble vision of building peace in the mind of men and women it strive to build networks among nations and use education as a medium of achieving the desired goal. The organization aims to take a holistic and humanistic vision of quality education strengthening the belief that education plays a fundamental role in human, social and economic development. It covers all the aspects of education starting from pre-school to higher education including technical and vocational as well. In the field of teacher education UNESCO international network comprised of teacher education networks from about 60 nations around the world. The member institutions work for ensuring sustainability by taking into cognizance environmental, social and economic context to create locally relevant and culturally appropriate teacher education programs for both the pre-service and in-service aspects. The teacher education institutions (TEIs) that are members of the International Network (IN) are engaged in a wide variety of activities in teaching, research, and outreach all related to education for sustainable development (ESD). Some have created ESD courses or certificates and others new graduate programmes in ESD. A few have started journals and organized conferences. Others have created centres and learning opportunities for school children and members of the community as well as professional development opportunities for teachers and school administrators.

The IN meets biennially in countries around the world in even numbered years. Biennial meetings have been held in Canada (2000), South Africa (2002), Sweden (2004), Finland (2006), Turkey (2008), and France (2010).

The main function of Teacher education institutions are:

- To educate new teachers as well as providing professional development for practising in-service teachers by updating their knowledge and skills
- To plan, assist and in-fact even create teacher education curricula
- To carry out research and contribute in making and construction of text books
- To provide expert advice to local schools, provincial and national ministries of education upon request

- To educate and certify headmasters, principals, and other school administrators

8.2.2 National Level: UGC, NCERT

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The various prominent nodal agencies at national level for teacher education, research and training are:

1. University Grants Commission (UGC)

The UGC was established in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India.

The 1944 report of the central advisory board of education also known as the Sargent report recommended for the formation of a national system of education. As a result of the recommendation a university grant committee was established in 1944 to look after the works of the three universities of the time, that were of Aligarh Banaras and Delhi. Post-independence the University education commission set in 1948 under the chairman ship of Dr. S. Radhakrishnan, recommended for the reconstitution of university grants commission on the line of United Kingdom university grants commission.

Functions of UGC

The UGC bears the responsibility of:

- Providing funds
- Coordination, determination and maintenance of standards in institutions of higher education.

The main functions of this apex body of higher education which UGC refer to as mandate are as follow:

- Promoting and coordinating university education
- Determining and maintaining standards of teaching, examination and research in universities
- Framing regulations on minimum standards of education
- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges
- Serving as a vital link between the Union and state governments and institutions of higher learning
- Advising the Central and State governments on the measures necessary for improvement of university education

In order to ensure effective region-wise coverage throughout the country, the UGC has decentralized its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the

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UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroz Shah Road and the South Campus of University of Delhi.

In the field of teacher education Centre for Advanced Studies (CASE) was established for the improvement of standards of teaching and research in India. UGC has set up CASE in different branches of knowledge. It selected the faculty of Education and Psychology, Baroda as the CASE in Education which functions on an all India basis and aims at raising standards of teaching and research in education. It has built up its programme in collaboration with research workers from outside.

2. National University of Educational Planning and Administration (NUEPA)

The National University of Educational Planning and Administration (NUEPA) was established by the Ministry of Human Resource Development, Government of India in 1962. It is a pioneer institution in the field of educational planning and administration. In 1965 it was named as the Asian Institute of Educational Planning and Administration. It was taken over by the Government of India in 1966 and renamed as the National Staff College for Educational Planners and Administrators which later became the national institute of educational planning and administration in 1979.

Structure and function

The organization comprises of eight departments which provide capacity building, research and professional support services and programmes. The eight departments of the institution are:

- Department of educational planning
- Department of educational administration
- Department of educational finance
- Department of educational policy
- Department school and non-formal education
- Department of higher and professional education
- Department of educational management, information system
- Department of training and capacity building in education

The main functions of NUEPA are as follow:

- Organization of pre-service and in-service training programs in the area of educational planning and administration as well as allied disciplines.
- To provide academic and professional guidance to institutions and agencies engaged in educational planning and administration

- To undertake, aid, promote and coordinate research in various aspects of educational planning and administration and allied disciplines, including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world
- To organize training, conferences, workshops, meetings, seminars and briefing sessions for educational personnel of the Central and State Governments and Union Territories
- To organize orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators engaged in educational planning and administration.
- To engage in Multi-dimensional activities - under extension programs as well as publication of educational planning and administration and other books.

3. National Council of Educational Research and Training (NCERT)

National Council of Educational Research and Training was established by the government of India in 1961 with the main vision to become a centre of excellence concerning research, development, and training in the field of school education in the country.

The main of mission of NCERT can be explained as follows:

- Improving quality of school education towards building a society committed to Constitutional values and contemporary concerns
- Working towards bringing out improvement in the quality of teacher education in tune with the emerging demands of the school system
- Achieving the goals of Universalization of Elementary Education and quality secondary education
- Providing academic support to Union and State governments on policies and programmes related to all stages of school education.

There are various functions of NCERT in the field of education and research. Some of which are as follows:

- To undertake, promote and disseminate research, innovation, and experimentation in areas related to school education and teacher education
- To develop (a) national curriculum framework, syllabi, textbooks, and other support materials for students, and (b) training and reference materials for teachers, teacher educators, policy planners, etc., in tune with contemporary concerns
- To develop and disseminate innovative materials (print and multi-media) and explore use of new ICTs for school education

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- To conduct innovative pre-service teacher education courses at regional levels across the country
- To build capacities of teachers, teacher educators and state level key functionaries
- To work for bringing out reforms in the evaluation process/examination system
- To work for promoting equity and inclusion in school education; recognizing diverse capabilities and talents in children
- To act as a nodal agency for Universalization of Elementary Education and secondary education and improving the quality of education
- To provide academic and technical support for achieving the national goal of vocational education
- To conduct all India education survey to generate data base on different aspects of school education
- To bring out newsletters, journals, research surveys and act as a clearing house for ideas and information
- To collaborate and network with state education departments, universities, and other educational institutions.

4. National Council of Teacher Education (NCTE)

The National Council of Teacher Education in order to improve the standard of Teacher Education, in its report Kothari Commission (1964-66) criticized Teacher Education Programme for being conventional, rigid and away from reality and thus recommended for the establishment of separate council for teacher education. In September 1972, Central Advisory Board in Education accepted the said proposal which was supported by fifth National plan. Thereafter by law, Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993 under national council of teacher education act 1993, prior to this year it was an advisory body to both central and state government in matters pertaining to teacher education.

The national council of teacher education has four regional committees one each at Bhopal, Bhubaneswar, Bangalore and Jaipur with its headquarter at New Delhi. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

Salient recommendations of NCTE

The following can be termed as the salient recommendations of the council:

- Relevance of the curriculum to the personal and social needs of children and schools
- Flexibility with in the frame work of acceptable national goals and values

- Flexibility for relevance for the development of teacher education curriculum
- Flexibility for continuing education
- Flexibility for mobility for different stage
- Interdisciplinary and integrated approaches in teacher education
- Education as a discipline
- Task oriented teacher education
- Practice Teaching or Internship programme
- **Relevance of the curriculum:** This requires that the pedagogical theory should reflect our national ideology and the problems and issues that our society is facing today. Discussion of these will create in the student teacher awareness of the national scene and sharpen his social sensitivity which may, in turn, have a similar impact on the children. The content and methods of teaching all the courses will have to be made relevant to Indian conditions. Further, strategies and approaches of teaching and children inside and outside the classroom, i.e., for formal and non-formal education, will have to confirm to their physical and social environment. It is indispensable that the environmental studies emerge from our own surroundings. The fact of the matter is that the provision of work-experience, health, physical and recreation education as well as vocational education cannot be accomplished effectively without taking into account of the local needs, requirements and, of course, human and material resources.
- **Flexibility within the framework:** Flexibility is urgently required not only to break the barriers between the stage wise teacher education programmes but also between different disciplines. Education, in order to develop itself and to gain status as a discipline, has to bring other disciplines into its fold. This means that a teacher-trainee should have freedom to move from one discipline to the other without much loss of time and efforts already put in by him at a particular stage of his education If the courses in education, recommended by the Education Commission, are introduced at the undergraduate level and at the 2 level as envisaged in the NCERT document on vocationalization, it is pertinent that horizontal and vertical mobility is built in the system itself.
- **Interdisciplinary and integrated approaches in teacher education:** At tempts to develop interdisciplinary research even at the highest level, 112, university departments and special research institutes, have not been very successful. It is with dismay that one observes that co-operation and communication among social scientists have not been easy and productive. If this is the state of affairs in the area where the tasks are well-defined, it is certainly far more difficult to achieve this in an area where the tasks are not so clearly defined. It is generally realized that it is not an easy job to bring about integration of facts and concepts belonging to different disciplines,

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even though they may have some common bonds. Yet, this is the need of the hour. It is high time that a serious effort is made to move away from isolated subjects towards their integration. The teacher-trainee should be exposed to a curriculum in which environmental problems are identified, and then at through analysis of the problems is attempted through participation and active interaction between the teacher educator and the trainee, discovering for him how philosophical, psychological and sociological principles operate

- **Education as a discipline:** The education commission (1964-66) has made a strong plea to develop education as a separate academic discipline in order to break the isolation of teacher education from the universities. It stated:

> Our first suggestion is that education should be brought into the main stream of the academic life of the universities, In India; the general trend has been to identify education with pedagogy. It has been taught mostly in training institutions and is studied only by those who decide to enter teaching profession, after such a decision has been made. In the educationally advanced countries, however, education had developed considerable as a social science and a separate academic discipline The realization that education is an instrument of change social political and economic—is having far reaching implications, not only for education as an intellectual discipline of great scientific and philosophic import, but for other disciplines as well. It is also worth noting that philosophers and social scientists have begun to give special attention to education as an important part in their fields of study. We therefore, recommended that in view of the increasing scope and importance, 'education' should be recognized as a social science or an independent discipline.

- **Practice teaching/internship:** The training of student teacher is carried out at present under two nomenclatures, i.e., practice teaching and internship. Never the less, there is little evidence showing qualitative difference between them. Internship is certainly a more comprehensive concept and its introduction in teacher education in India was aimed at enlarging the scope of experiences needs to prepare a more competent teacher. It was also envisaged that such experiences in realistic situations would facilitate, if not accelerate, the process of socialization of a teacher and minimize the time, energy and efforts spent in on-the-job learning. However, in actual practice, except in a very few cases, internship programmes have hardly gone beyond what is being done under practice teaching. Since a strong recommendation has been made for developing a task-oriented teacher education system it is imperative that practice teaching should be more realistic and suited to the actual classroom situation. It would be quite helpful if teacher training institutions at all levels adopt a variety of simulating practices.

Continuing education of teachers and teacher-education

The country is facing the task of orienting a large number of primary and secondary teacher to meet the needs of the new curriculum:

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- Continuity between Pre-service and In-service Teacher-educator programmes
- Need for upgrading Teacher Educators to meet the demands for introducing new curriculum in our schools
- Centres of continuing education are to be established at the university departments and State Boards of Teacher-Education
- Teacher and Teacher Educators centres should be established after examining the viability of a place at district level or regional level examining the viability of a place at district level or regional level
- School' Complexes are essential to improve competence and fostering professional growth of ill-service teachers
- **Methods and modes of continuing education:** There are many ways, some of the modes have been mentioned as. (a) Correspondence-com-contact-courses. (b) Orientation programmes, (c) Workshops and summer-institute

These may be the full correspondence course and professional educator courses. The mode of distance education can also be used by employing print and non-print media of instruction.

Thus, overall it can be said that NCTE plays a prominent role in coordination, planning as well as management of issues related to teacher education. The main functions of NCTE can be summed up as follow:

- To coordinate, monitor and regulate issues pertaining to teacher education in the country
- To made recommendations and provide assistance to centre and state government and other institutions and universities in matters related to planning of teacher education.
- Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher- educators at different levels.
- Developing norms for any specified category of courses or training in teacher-education, including minimum eligibility criterion for admission.
- Promoting innovations and research studies and organize them periodically or annually.
- Supervising the teacher education programmes and providing financial assistance.
- Enforcing accountability of teacher development programmes in the country.
- Preparing a programme for in-service teacher education for orienting teachers for latest development.

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5. IASE (The Institution of Advanced Study in Education)

The IASE has a twin responsibility of secondary as well as elementary school teacher education. Its functions include:

- To impart quality pre-service and in-service education to the secondary school teachers
- To prepare personnel for the faculties of elementary teacher education institutions, and their continuing education;
- To provide general resource support to the secondary schools and elementary teacher education institutions
- To encourage research, innovation and extension work in the field of secondary education and elementary teacher education.

The Institution of Advanced Study in Education (IASE) is supported by central government so that they can function as 'Centres of Excellence and Research'. In current era of Information and Communication Technology (ICT) revolution and General Agreement Trade in Services (GATS), efforts need to be made to prepare it for global competition, excellence and perfection.

6. Centre for Advanced Studies (CASE)

In order to improve the standards of teaching and research in India, UGC established CASE in various fields of knowledge. CASE is responsible for raising standards of teaching and research in education. The whole programme depends on the collaboration among different researchers of India.

8.2.3 State Level: SCERT and DIET

At state level the various agencies of teacher education can be placed into two categories, they are discussed below.

State Council of Educational Research and Training (SCERT)

State Council of Educational Research and Training act as a state level apex organization in the domain of educational research and training. It bears the responsibility of designing, executing, revising as well as developing and coordinating training programmes, curriculums and syllabuses for education and research. Along with offering academic support to other agencies for conducting and coordinating training programmes for teachers' professional development, it also bear the responsibility of organizing evaluation programmes and conducting researches in the field of teacher training and education.

Structure, role and function

The 1986 Policy of Education (NPE) recommended for the creation of State Council of Educational Research and Training in each state. The motive behind the recommendation was to enhance the quality of education by making nodal

agencies in each state to bear the responsibility of education and training. In pursuance of the recommendations made SCERTs were established in different states. SCERT, Delhi, was set up as an autonomous body under the Societies Registration Act in May, 1988. State Government of Tripura established SCERT at Agartala in 1996 by amalgamating the following four organizations:

- State Institute of Education (SIE)
- Tribal Language Cell
- Bureau of Educational and vocational guidance
- Educational Publication Unit

Structure

The SCERTs have the following Departments and units with the director as the head:

- Department of Curriculum Development
- Department of Teacher Education and in-Service Education
- Department of Educational Research
- Department of Science and Mathematics Education
- Department of Educational Technology
- Department of Evaluation and Examination Reforms.
- Department of Non-formal Education
- Department of Population Education
- Department of Pre-school and Elementary Education
- Department of Adult Education and Education for Weaker Sections
- Department of Extension Service and School Management
- Publication Unit
- Library Unit
- Administrative Unit

Role and function of SCERT

With the broader mission of enhancing the quality of education by improving the attitudes, increased application of knowledge and enhanced teaching skills of teachers, SCERTs role and function can be identified as follows:

- To act as an agent of change in school education, non-formal education and teacher education with the broader aim of enhancing the quality of education.
- To supervise and coordinate the working of the Teacher Training Colleges, Secondary Training Schools and Elementary Training Schools.

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- To arrange for in-service training and orientation of teacher-educators working in teacher training institutions for all stages of education.
- To organize programmes, including correspondence-cum- contact courses for overall professional development of teachers, teacher-educators and supervisory/inspecting officers.
- To provide extension services to teacher training institutions at all levels.
- To develop curriculum and produce instructional material, text-books for the use of educational institutions and teachers of pre-school, elementary, secondary and higher secondary stages in the state.
- To prescribe curriculum and text-books for the school and teacher training centres.
- To coordinate the work of Extension Services Centres of teacher training institutions in the state.
- To produce instructional materials for the use of teacher educators.
- To organize and implement the special educational projects sponsored by UNICEF, NCERT and other agencies for the qualitative improvement of school education, teacher education and supervision of education.
- To coordinate the programmes of different subject-teacher associations in the state.
- To evaluate the adult and non-formal education programmes or any other project entrusted to it by the Government from time to time.
- To function as a controlling authority for elementary teachers education to conduct studies concerning problems of education in general, in the training of teachers and in curriculum development.
- To conduct public examinations at the terminal stages, namely, at the end of class III and class V and select candidates for scholarships through such examinations.

State Institute of Education

State institutes of education act as an apex body on school education in pursuance of the recommendations of National policy on Education-1986 (NPE-1986) and National Curriculum Framework-2005 (NCF-2005). In some states such as Tripura it is merged together with other institutions under the SCERT, whereas in others it is still present as a separate body.

DIET

District Institute of Education and Training (DIET) was established to organize pre-service and in-service education of elementary school teachers. The National Council of Teacher Education was established to provide guidance regarding the curricula and the methods of teacher education in India. National Policy on

Education 1986, suggested that when DIET is established, substandard institutions would be phased out. Selected teacher training colleges will be upgraded to complement the work of State Council of Educational Research and Training (NCERT). Networking arrangements will be created between education in teacher institutes and department of education in different universities.

Role and mission of DIET

DIETs Mission could be briefly stated in the following terms:

'To provide academic and resource support at the grass root level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education'.

In the quest of excellence, DIETs have two inter-related aspects:-

- Excellence in the Institute's own work, and
- Help adult education and elementary education system in the district to achieve excellence.

In relation to first aspect, in 12th five year plan it has been clearly mentioned that the DIETs will be provided with all necessary physical and manpower resources. But it will be the responsibility of the DIETs to harness the available resources in the best possible manner, so they are able to achieve and promote excellence in education.

In this context, DIETs also have a very important role to play. They are expected to become role models for other educational institutions in the district in terms of efficiency, meticulousness, effective planning and execution of functions, creation of harmonious and creative organizational climate, and maintenance of a clean and attractive campus, etc.

Objectives

DIET's objectives are:

- To conduct in-service teacher training and organize training and workshops for enhancement of skills and potential of school teachers
- To create awareness about innovations in class rooms and instruction practices
- To prepare innovative materials and guide teachers in developing their resources
- To prepare policy, framework and tools for various aspects of evaluation
- To conduct action researches on various problems faced by teachers in the classrooms (On Job Training)
- To organize regular classes for pre-service teacher education course
- To ensure that the various faculties and institutes are functioning according to the above mentioned objectives

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National Policy on Education and its Program of Action 1992 suggested that DIETs will thoroughly transform the present system of Elementary Education by performing the following functions.

- Pre-service and in-service education of teachers for the formal school system
- Induction of non-formal and adult education instructors and supervisors and extend material support to them
- Training and orientation of heads of institutions in institutional planning and management and micro level planning
- Orientation of community leaders, functionaries of voluntary organizations and other influencing school level education
- Providing academic support to school complexes and District Board of Education (OBE)
- Doing action research and experimentation work
- Serving as evaluation centre for primary and upper primary schools as well as non-formal and adult education programmes
- Provision of services of resources and learning centre before teachers and instructors
- Extending consultancy service and advice to other institutions including DBEs

DIETs will perform the functions to improve the standard of Elementary Teacher education by orienting the below mentioned target groups:

- Elementary school teachers (both pre-service and in-service education).
- Head Master, Heads of Schools and officers of Education Department up to Block level.
- Instructors and supervisors of Non-formal and Adult Education (training level and continuing education)
- Members of District Board of Education DEB and Village Education Committee (VECs) Community leaders, youth and other volunteers who wish to work in organization of educational activities.
- Resource persons who will conduct suitable programmes for the target groups at centres other than the DIET.

The above mentioned task can be achieved by having capable staff for the following departments:

- Foundations of education and pedagogy
- The subjects taught at the Elementary stages; namely
    - Languages taught at the elementary level in the district (these may be two, three or even four, depending on the number of language which are introduced in a State at the elementary stage, and factors like bilingual character of a district)

- o Mathematics
- o Environmental Studies – Social Science
- o Environmental Studies – Science

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As per NPE 1986, the DIETs are a part of a larger strategy for achieving national goals in the areas of pre-service and in-service elementary education. Various components of the strategy are inter-dependent and mutually reinforcing. Therefore DIETs cannot afford to be or function in isolation. They must faithfully conduct their role of complementing and supplementing other parallel initiatives.

Transactional philosophy of DIET

Basic transactional approach for the DIETs is to place the learner at the centre**.**

Learner-centred approach

Para 14 of Chapter II of the POA 1992 states that 'by making Elementary Education child-centred, we would be introducing a long-awaited reform in the system. The most important aspect of this reform will be to make education a joyful, innovative and satisfying learning activity, rather than a system of role and cheerless, authoritarian instruction'.

The child or learner centred approach makes it imperative to have fundamental changes in the curriculum transaction manner. The role of the teacher or instructor should no longer be one of transmitting readymade knowledge to the learner. Instead it should be that of a designer and facilitator of learning experience, a manager of instruction and learning resources, and a contributor to the all-round development of the learner.

All programmes of pre-service and in-service teacher education and training Adult Education/NFE personnel in the DIET would be to train the teacher or instructor to transmit learning, keeping the learner at the centre of the teaching-learning process. If the DIET is to achieve this, then the DIETs have to have its own programmes in the same learner-centred mode, which it would expect from its trainees. Some of the implications of this would be as follows:

- Need based programmes. Needs and individual differences will be identified and catered to even within groups of trainees.
- Trainees will be allowed to experiment discover, learn, practice and innovate for themselves, rather than being lectured to. Suitable learning activities will be organized in groups and individually.
- Learning in the local environment will be encouraged.
- Due recognition will be given to good work done by trainees. Their good work to be displayed and publicized for encouragement.
- The district will act as a school though some special areas may be chosen as its 'lab area'. The DIET will act as a life-long learner rather than just be a know all.

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Special target groups

'The concept a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality', says the NPE. The needs of educationally disadvantaged groups would have to be given maximum attention. The largest such groups are:

- Scheduled cast
- Scheduled tribes
- Han dicapped
- Girls and Women
- Other educationally disadvantaged groups, e.g. working children, slum-dwellers, inhabitants of hills, desert and other isolated areas.

Autonomy and accountability of DIETs

DIETs need to be given functional autonomy adequately—administrative, academic and financial—and be accountable at the same time. They would be institutions of the Union Territory (UT) Administration or State Government, and will therefore be ultimately answerable to them. The UT Administration/State Government may exercise its supervisory functions through the SCERT and SRC.

Linkages of DIETs

DIET is required to establish close linkages with institutions and organizations at the state, district, divisional and national level. They also need to have close and continuous dialogues with schools, teachers, school supervisors, head masters, Instructors/Supervisors, Project Officers of AE and NFE, and with District level officers.

Some of these institutions would be as follows:

- **At the Divisional Level:** DRDA local Radio Station, NGOs, institutions of higher education, secondary teacher education institutions, etc.
- **At the Divisional Level:** Institution of Advanced Study in Education (IASE), University Dept. of Education, NGOs and other concerned institutions and organizations.
- **At State Level:** SCERT, SIET, SRC for Adult Education, NGOs, etc.

Reflection from the 11th five year plan

The role of the DIETs within the State education system could be built around a set of core academic activities.

- Pre-service Teacher Education (Elementary)
- In-service Teacher Education (Elementary and Secondary)

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- Designing interventions for direct support to schools and work with special groups in the district
- Studies on status of education assessment, education and documentation
- Annual academic plan and periodic reviews, for the district, in consolation with various related organizations and stakeholders
- Running an effective Resource Centre with outreach, in collaboration with BRCs and CRCs. (GOI, 2011) Building on this framework, the wide range of DIET activities have been categorized into the following types:

A. Continuous teacher professional development

a) Conducting high quality Pre-service Teacher Education Programme for educating of elementary teachers

b) Organizing and supporting the organization of effective professional development of teachers at the district, block and cluster levels

c) Developing modules for In-service Teacher Education and reviewing and approving modules developed by other agencies for teachers at the district level

B. Strengthening teacher education at the district level

a) Conducting In-service Teacher Education programmes for teacher educators, master resource persons and teachers

b) Monitoring the quality of In-service Teacher Education for teacher and its contribution to TPD and school improvement through both quantitative and qualitative studies

c) Establishing a forum for teacher educators of the District to enhance the quality of education

d) Establishing a forum for student teachers of the District TEIs

C. Resource centre

a) Providing an effective education resource centre for the district and the blocks, with relevant materials (print, audio, and video) and access to information through Internet and network with experts

b) Integrating learning and innovation in the local contexts

c) Encouraging reading, discussion and brainstorming among various DIETs

D. Research and development

a) Designing and implementing district specific intervention programmes for specific groups of schools/for specific children groups with effective documentation and analysis

b) Systematic examination of innovations- one model cannot be replicated

c) Research and development via SCERT and university

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d) Systematic assessment of SSA programmes
e) Selection of theme based research plans offered by state

E. Supervision and support

a) Supervision and academic review of schools for quality under the Right to Education, and extending support to pre-school to secondary education
b) Supporting the development of the academic component of district education plans
c) Supporting and monitoring in conducting Pre-Service Teacher Education programmes offered by other institutions in the district
d) Modelling and management to carry out the high quality in-service Teacher Education programmes and school leadership programmes

F. Administration and governance

a) Conducting and collaborating the various programmes that help teachers to qualify as per the RTE requirements
b) Generating Annual Work Plans and District Annual Reports
c) Collecting and analysing data about school organization and functioning in order to effectively carry out the functions mentioned above DIETs may have the following academic branches.
d) Pre-service Teacher Education Department
e) In-service Field Interaction, Innovation and Coordination Department
f) District Resource Unit
g) Curriculum Material Development and Evaluation Department
h) Planning and Management Department
i) Educational Technology Department
j) Work Experience Department

The above mentioned departments are not necessarily being opened at the very beginning of the DIET. It depends upon the need of the particular DIET. Hence, the infrastructure, facilities and expansion of work of the DIET and the above mentioned departments may gradually be opened in phases. The DIETs runs under a central scheme with a budgeting provision from the Centre and the State. The scheme which began in the 8th plan period has been reviewed over several periods. The continuation of the scheme in the 12th plan signals the urgent requirement to revitalize and expand elementary teacher education programme from diploma to degree level which is an indication of the centre's recognition of the importance of teacher education and development of professional teachers.

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Check Your Progress

1. What are the three broad categories of agencies of teacher education in India?
2. What is the role of SCERT?
3. State the basic mission of DIET.
4. Mention two important functions of DIET.

8.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Various agencies of teacher education can be divided into three broad categories:
   a) Agencies of teacher education at state level
   b) Agencies of teacher education at national level
   c) Agencies of teacher education at international level
2. State Council of Educational Research and Training or SCERT act as a state level apex organization in the domain of educational research and training. It bears the responsibility of designing, executing, revising as well as developing and coordinating training programmes, curriculums and syllabuses for education and research. Along with offering academic support to other agencies for conducting and coordinating training programmes for teachers' professional development, it also bear the responsibility of organizing evaluation programmes and conducting researches in the field of teacher training and education.
3. DIETs Mission is to provide academic and resource support at the grass root level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education.
4. The two important functions of DIETs are (a) to improve and maintain quality in the field of teacher education and (b) to run pre-service and in-service teacher education programme in each district of the country.

8.4 SUMMARY

- There are various agencies of teacher education which can be divided into three broad categories: Agencies of teacher education at state, national and international level

- State Council of Educational Research and Training act as a state level apex organization in the domain of educational research and training. It bears the responsibility of designing, executing, revising as well as developing and coordinating training programmes, curriculums and syllabuses for education and research.
- District Institute of Education and Training (DIET) was established to organize pre-service and in-service education of elementary school teachers. The National Council of Teacher Education was established to provide guidance regarding the curricula and the methods of teacher education in India.
- The UGC was established in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India.
- The National University of Educational Planning and Administration (NUEPA) was established by the Ministry of Human Resource Development, Government of India in 1962. It is a pioneer institution in the field of educational planning and administration.
- National Council of Educational Research and Training was established by the government of India in 1961 with the main vision to become a centre of excellence concerning research, development, and training in the field of school education in the country.

8.5 KEY WORDS

- **RTE:** The right to education or RTE has been recognized as a human right which includes a right to free, compulsory primary education for all, and an obligation to develop secondary education accessible to all.
- **NPE:** The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India.

8.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write any four objectives of SCERT.
2. What is the mission of DIET?

Long-Answer Questions

1. Compare and evaluate the functioning of NCERT and DIET.
2. Explain the salient recommendations of NCTE.

8.7 FURTHER READINGS

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BLOCK - III
CURRENT PROBLEMS OF TEACHER EDUCATION, TEACHING MODELS AND TEACHER PROFESSION

UNIT 9 CURRENT PROBLEMS IN TEACHER EDUCATION

Structure

9.0 INTRODUCTION

Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Some problems are plaguing the system of teacher education so the teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally.

This unit discusses the problems in teacher education along with focus on teaching communities. The unit also describes the preparation of teachers for special schools and the implementation of teacher's curricula.

9.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the current problems in teacher education
- Evaluate the community and other institutes

- Discuss the preparation of teachers for special schools
- Describe the teacher's curricula and its implementation

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9.2 CURRENT PROBLEMS OF TEACHER EDUCATION INSTITUTES AND PRACTICING SCHOOLS

There are many problems which keeps cropping up when it comes to teaching education. Let us discuss them:

- **Short duration of teacher's training courses:** In India, the teaching training courses are usually of one year, after which there is an in-service training of about six to seven working months, which is not enough to develop healthy attitude, values and multidirectional interest. However, in order to overcome this problem, NCTE extended this period to two years in 2015.
- **Selection process:** There is lack of proper selection process for teacher education programmes. Due to the faulty system, there is a noticeable decline in the quality of teachers. It is high time that a better selection process and method are employed to improve the quality of prospective teachers and their training. Prospective teachers should be tested for their knowledge in General Knowledge, language, logical reasoning, aptitude, along with interview of candidates.
- **No competency development:** The training programmes lack any touch with reality. Consequently, the pupil teachers are unable to hone their competency or skills. They are not able to solve the actual problems faced by schools. Efforts are being made in this direction by increasing the internship period in schools.
- **Lack of practice teaching:** When it comes to practice teaching, most of the teachers are too superficial in their approach as they only rely on theoretical knowledge. They forget that there is more to teaching than just reading aloud some facts from a book. Their teaching thus lack any sense of responsibility or understanding.
- **Lack of subject knowledge:** The teacher education programmes are not as focused on basic subjects as they should be. Subject knowledge is obviously necessary as without it, teaching skills are ineffective.
- **Lack of innovative methods of teaching:** Teachers in India are somewhat opposed to adopting new and innovative techniques of teaching. They still rely on the traditional methods of teaching, which makes the whole teaching ineffective.
- **Lack of proper supervision and feedback:** The pupil teachers lack the proper supervision and guidance from their superiors. It is important that

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pupil teachers receive feedback in order to build and develop confidence to face the classroom. Inputs from superiors regarding their lessons, classroom skills, and interaction with students can go a long way of instilling confidence in prospective teachers.

- **Lack of empirical research:** There is a noticeable lack of research in education field in India. This has led to stagnation in the education field leading to lack of any innovations.
- **Lack of infrastructural facilities:** In India, the biggest problem faced in teacher education is lack of adequate infrastructure. This is especially true when it comes to ICT equipment. Consequently, pupil teachers remain bereft of any computer knowledge rendering their teaching skills ineffective. Along with computers, there is a lack of libraries, experimental schools, etc.
- **Lack of consistency in demand and supply:** In India, teacher education has become more supply driven instead of being demand driven. Due to lack of plans and accurate data, the management of teaching institutions suffer. Thus, there is a considerable gap between the demand and supply of teachers. This, in turn, has created the problems of unemployment.
- **Lack of budget:** Lack of infrastructure that we discussed before can be attributed to the lack of budget allocation. This is detrimental to the development of teacher education in India.
- **Lack of co-curricular activities:** There is a need for holistic development for pupil teachers, which can only happen with co-curricular activities. Along with the syllabus, the co-curricular activities can give them an edge that is required for them to function in the real world.
- **Lack of skills**: In India, teaching education often remain bereft of skills like tech skills, emotional skills, human developmental skills and spiritual skills. However, such skills need to be integrated so as to encourage creative thinking, critical thinking, self and social management skills.

9.3 COMMUNITY AND OTHER INSTITUTES

The term, community, has long been used in various fields in one form or other. However, when it comes to education, this term has rarely been used. Recently, this trend has changed with the use of the term, community, in teacher education and development. If we consider other fields like in literary theory, the term, 'interpretive community', has been used by Stanley Fish and other theorists to define a network of people with similar meaning perspectives, while in sociolinguistics, Dell Hymes, John Gumperz, and other linguistic anthropologists have used 'speech community' to define a group of people who engage in face-to-face interaction within a specific context. However, generally, community can be defined as a group of people living in the same place or having a particular characteristic in common.

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Along the same lines, in mainstream teaching education, we now see the use of the term community in the form of 'Teacher Learning Communities' or TLC. TLC as a word can be defined as groups of teachers who continually inquire into their practice and, as a result, discover, create, and negotiate new meanings that improve their practice. These communities' emphasis is mainly on learning. Members of these communities ascertain issues emerging from a classroom and discuss them among themselves to reach practical solutions. Such communities also provide a great way for young teachers to interact with more experienced teachers and receive some advice and feedback from them. Consequently, they become aware of their shortcomings and learn new techniques. This way, Teacher Learning Communities are able to enhance professional development of the teachers involved.

9.3.1 Benefits of TLC

Some of the benefits of TLC are:

- **Connecting research and practice:** There is a noticeable gap when it comes to research and practice in education. However, in Teacher Learning Communities, members conduct research to find practical solutions to classroom problems.
- **Forum for addressing issues:** TLC provides a perfect set up where members can share their concerns and brainstorm together to come up with solutions, which can provide them with new techniques and strategies to employ.
- **Sense of brotherhood:** Like any other community, TLC serves as a perfect hub for fostering a sense of brotherhood among teachers. They feel a sense of belonging and acceptance, which helps them to stay committed to their profession.
- **Unification of instructors with instruction:** The problems emerging in a classroom are related to the techniques used to instruct the classroom and the material, in the sense that learning of students depends on how the lesson is presented to them. TLC tries to maintain a balance between the two.
- **Encouraging student learning:** Such learning communities help to raise a desire to study and gain further knowledge in the students of the teachers. The students are able to understand the goals that need to be attained in order to learn properly. Teachers also begin to use formative assessments instead of testing assessments. Thus, they are able to improve upon their skills and teach their students efficiently and purposefully.

9.4 PREPARATION OF TEACHERS FOR SPECIAL SCHOOLS

When it comes to catering to the needs of people with special needs or people suffering from disability, India is not at par with the developed nations. Here, this

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provision is limited to urban areas. In fact, in urban areas, there are more number of special schools than vocational training centres.

In 1995, UNESCO surveyed 63 nations in total to evaluate their teacher training programmes on the basis of type of training, duration and the organization offering them and found out that only about 26 countries include some elements of special education in their general teacher training. Moreover, the required special education training is offered at the diploma level in 7 countries, at the degree level in 15 countries, and at both levels in 3 countries. Although complete information on the availability of special education training programmes is not available, 15 of the countries have reported their respective criteria for becoming a special education teacher. In-service training programmes on special education for both regular and special education teachers are provided on a regular basis by about 39 countries..

It is important to understand that people with disabilities require education and training in different settings such as special schools, vocational training centres, special classes in regular schools, CBR projects, and so on. Hence, it is essential that the staff involved in these programmes have different skills and knowledge to cater to the needs of special kids to provide individual-based training. However, it is doubtful if the pre-service programmes are able to prepare the special educators to function effectively in all of the above-mentioned settings. Thus, in-service programmes are necessary to make the teachers acquainted with skills that are needed to teach special kids. It has been pointed out by experts that in case of visually handicapped children teachers should be able to identify children with mental retardation and train them in basic skills.

There has been an ongoing debate regarding the training of teachers in a single disability as against multi-category disability. The main concern is that if it's effective to concentrate on many disabilities, but according to National Policy on Education both of them have their own pros and cons. According to Gartner and Lipsky, teacher training in multi-category disability bridges the gap between general education and special education. We cannot completely ignore teacher training in single disability either as there are children with severe case of disabilities, which makes it difficult to teach them with other kids; they need segregated environment to learn properly. In case of India, single disability teacher training is given preference over the multi-category disability training. However, it is expensive to appoint single special educators for small groups of 4 to 5 children. Hence, it is necessary to maintain a balance by encouraging teacher training programme which enables the teacher to manage all disabilities.

There is also a need to revamp the general teaching training courses. Most professionals consider general teachers to be incapable of being trained to teach special children. This is however, without any evidence. In order to effectively deal with the needs of special children, assimilation of different service programmes with single disability teachers, multi-disability teachers and regular teachers is required. These service programmes need to be planned, with variations in content, process and duration.

Apart from well-equipped departments of special education in universities, well-qualified and experienced master trainers are also required to train the teachers at various levels. These master trainers should be certified special educators in a particular disability, who should also have higher qualification to ensure quality in teacher training programmes. In India, however, there are fewer universities which have departments of special education. Moreover, a lot of them lack qualified staff. It is high time that all the universities in India should have departments of special education for the training of master trainers in special education. This will also allow the development of research in special education.

9.5 TEACHER'S CURRICULA AND ITS IMPLEMENTATION

Teacher education curriculum forms an important aspect of the teacher preparation programmes. Hence, its effectiveness needs to be considered. The NCTE was the first to evolve a document called *Teacher Education Curriculum: A Framework* in 1978, to revamp teacher education pertaining to all stages of education. Since then an attempt has been made to develop teacher education curriculum framework in relation with school curriculum. As a matter of fact, teacher education curriculum must go hand in hand with school education. The National Curriculum Framework for Teacher Education 2009 was made in the background of National Curriculum Framework 2005 (NCF) and made several recommendations for enhancing pre-service as well as in-service teacher education programmes. The course work of any teacher education programme generally comprises some core papers such as philosophical, sociological and psychological foundations of education along with some method of teaching paper and electives. The curriculum framework made recommendation that along with these the teacher education programmes also need to take into consideration some innovative and new approaches for enhancing the effectiveness of the course, such as:

- Reflective practice to be the central aim of teacher education
- Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas
- Developing capacities for self-directed learning and ability to think, be critical and to work in groups
- Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children

Reflective approach towards teacher preparation programmes will enable teachers to analyse, discuss, evaluate and change their own practice by adopting an analytical approach towards teaching. It also fosters appreciation of the teachers of the social and political contexts in which they work. It helps teachers to recognize that teaching is socially and politically situated and that the task of the teachers

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involves appreciation and analysis in that context. In fact, it can be said that to enhance the professional effectiveness of the teaching staff administrators must be skilled in the following areas:

- What to evaluate
- How to observe and analyze classroom observation information and other data
- How to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourages teachers to improve instruction. This will include: (i) instructional strategies and techniques utilized by the teacher (ii) teacher's adherence to curricular objectives (iii) establishment and maintenance of a suitable learning environment.

9.5.1 Evaluation of Teacher Education Curriculum

Under teacher education curriculum three types of programmes have been suggested—pedagogical theory, working with the community and practice of teaching along with related practical work. Thus, three types of evaluation require and it should be both internal as well as external evaluation. There should be an efficient, continuous and comprehensive system of internal evaluation. The external evaluation system is efficient and objective but it does not serve purpose. The evaluation should be done at three stages continuously:

- **Evaluation of Pedagogical Theory:** It is recommended that the weightage given to the formal tests or examinations may be reduced, and term papers, library studies, field investigations/surveys, investigatory projects, and viva voce tests may be introduced, assigning appropriate weightages to all such activities. The criteria for evaluation should be goal-oriented, independence, originality, perseverance, enthusiasm and creativeness, and not merely the quality of the final product. This will therefore, require a close contact between the teacher-educator and the student-teacher. This, in turn, will provide an excellent opportunity for clinical observation of the growth of the trainee.
- **Evaluation of working with the community:** The main purpose of introducing this area is to bring the teacher trainee close to the community he is supposed to serve, in order that he may understand its problems and appreciate its contribution to the national life. Thus, the goals are attitudinal (socio-emotional). Here, again, it is recommended that the process of change taking place in the trainee should be considered more important than the final outcome. This requires that the teacher-educators should be associated with the trainee throughout the period of work. It will be quite useful, if the faculty of a training institution develops some tools, e.g., rating scale, observational schedule, modified socio-metric tests, etc., to assess the quality of the trainee's involvement in these activities.

- **Evaluation of Practice Teaching:** Whatever points and criteria are included in the valuation performa, care must be taken to collect evidence from the on-going lesson to justify the grade given to the student. The method of evaluation in terms of the objectives of teaching should be known to the student-teacher. The actual grade given to the student-teacher should also be explained to him by the teacher-educator with reference to the objectives of teaching. It is also desirable to train the student-teacher in observing and evaluation the teaching practice of his peers. The teacher training institutions should take advantage of inexpensive technological aids available in India. A lesson recorded on tape can be played again and again, and this provides an opportunity for detailed discussions on each and every point with the trainee. 1t is hoped that video-tapes will also be available to use for such use within a decade or so.

Check Your Progress

1. Define speech community.
2. How does TLC allow teachers to become aware of their shortcomings and learn new techniques?
3. Why can we not completely ignore teacher training in single disability?

9.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Dell Hymes, John Gumperz, and other linguistic anthropologists have used 'speech community' to define a group of people who engage in face-to-face interaction within a specific context.
2. TLC allow teachers to become aware of their shortcomings and learn new techniques as it provides a great way for young teachers to interact with more experienced teachers and receive some advice and feedback from them. Consequently, they become aware of their shortcomings and learn new techniques.
3. We cannot completely ignore teacher training in single disability as there are children with severe case of disabilities, which makes it difficult to teach them with other kids; they need segregated environment to learn properly.

9.7 SUMMARY

- There are many problems which keeps cropping up when it comes to teaching education.

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- The term, community, has long been used in various fields in one form or other. However, when it comes to education, this term has rarely been used. Recently, this trend has changed with the use of the term, community, in teacher education and development.
- In mainstream teaching education, we now see the use of the term community in the form of 'Teacher Learning Communities' or TLC.
- TLC as a word can be defined as groups of teachers who continually inquire into their practice and, as a result, discover, create, and negotiate new meanings that improve their practice.
- When it comes to catering to the needs of people with special needs or people suffering from disability, India is not at par with the developed nations. Here, this provision is limited to urban areas. In fact, in urban areas, there are more number of special schools than vocational training centres.
- There has been an ongoing debate regarding the training of teachers in a single disability as against multi-category disability. The main concern is that if it's effective to concentrate on many disabilities, but according to National Policy on Education both of them have their own pros and cons.
- Teacher education curriculum forms an important aspect of the teacher preparation programmes. Hence, its effectiveness needs to be considered.
- The NCTE was the first to evolve a document called *Teacher Education Curriculum: A Framework* in 1978, to revamp teacher education pertaining to all stages of education.
- Under teacher education curriculum three types of programmes have been suggested—pedagogical theory, working with the community and practice of teaching along with related practical work. Thus, three types of evaluation require and it should be both internal as well as external evaluation.
- There should be an efficient, continuous and comprehensive system of internal evaluation. The external evaluation system is efficient and objective but it does not serve purpose.

9.8 KEY WORDS

- **Formative assessment:** It refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.
- **CBR Projects:** Community Based Rehabilitation (CBR) is a community development strategy that aims at enhancing the lives of persons with disabilities (PWDs) within their community. It emphasizes on the utilization of locally available resources including beneficiaries, the families of PWDs and the community.

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9.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the benefits of TLC?
2. In which areas should the teaching staff administrators be skilled to enhance their professional effectiveness?
3. What were the findings of UNESCO in 1995 regarding special education?

Long-Answer Questions

1. Explain the problems of teacher education institutes and practicing schools.
2. Discuss the preparation of teachers for special schools.
3. Describe the three stages of evaluating teacher education curriculum.

9.10 FURTHER READINGS

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UNIT 10 TEACHING AND TEACHING MODELS

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Structure

10.0 INTRODUCTION

The term 'model' means a pattern of something to be made or reproduced. In another way, it can be referred to as 'an example of imitation'. The meaning of a model can also be made clear in these words – 'an effort to draw some meaning from experience'. In the field of education, this idea helps in many ways. Some of the important models, such as concept attainment model, inquiry model, social interaction model, etc. are dealt with in detail in this unit.

10.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the nature, definition and characteristics of teaching
- Discuss the fundamental elements and principles of teaching
- Evaluate the models of teaching

10.2 NATURE, DEFINITION, CHARACTERISTICS, FUNDAMENTAL ELEMENTS AND PRINCIPLES OF TEACHING

We have already discussed teaching in detail in Unit 1. Here, we will briefly explain it. Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some pre-determined goals. Different theorists have explained teaching in different ways. According to Gage, teaching 'is a form of interpersonal influence aimed at changing the behaviour potential of another person'. Brubacher defines teaching as 'an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so'. While for Edmund Amidon teaching 'is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity'.

Nature of teaching

Teaching includes all the activities which provide education to the learners. A person who provides education is called a teacher. A teacher uses different methods for effectively passing onto their knowledge to his/her students. They try their best to make their students learn and understand. Their duty is to encourage students to learn the subjects. Teaching involves:

- Interaction of teacher and students.
- Participate for their mutual benefits.
- Have their own objective and target is to achieve them.

Characteristics of teaching

Some of the characteristics of teaching are:

- To provide guidance and training.
- Interaction
- An art to giving knowledge.
- A science to educate fact and causes.
- Continuing process
- Encourages students to learn more.
- Formal as well as informal.
- Communication of information to students.
- Tool to help the student to adjust himself in society and its environment.

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Fundamental elements and principles of Teaching

The fundamental elements and principles of teaching are:

- Three variables in teaching include the teacher, student and classroom
- Professionalism
- Suitable environment.
- Teacher-Student relationship
- Students' discipline

Teacher and students' devotion towards teaching and learning

10.3 MODELS OF TEACHING

According to Ryans, a model is a term which suggests us a framework of analysis and observation. In simple words, a model can be defined as an object or a sample which can be reproduced. On the basis of this meaning, we can say that the teaching model is a sort of pattern of planning in which we select the instructional material after deciding the curriculum, and guide the functions of the teachers. A model enables the teacher to decide his teaching strategy. According to Hyman, the model 'is a way to talk and think about instruction in which certain facts may be organized, classified and interpreted'.

Assumptions of teaching models

Some of the assumptions of teaching models are:

- Teaching is a means for generating an environment of learning.
- The content and skill function as an instruction through which students and teacher interact to one another. Thus, it provides an opportunity to develop physical and social efficiency.
- Different types of teaching objectives are achieved by organizing teaching elements in different ways.
- Teaching models provide the learning experiences by creating appropriate environment for real behaviour outcome.

Fundamental elements of teaching model

A teaching model generally consists of four fundamental elements. An outline of a teaching model can be explained with the help of these four elements. The following are the four elements which form the layout of a teaching model:

- **Focus:** The term focus refers to the goal or objective of teaching. The teaching activities are oriented to achieve some goals in life. To be able to achieve goals is the most desirable aspect in the life of the students.

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- **Syntax:** The syntax of the model involves a description or structure of activities. It indicates the shape of the activities which specify educational environment relating to each model. It refers to the presentation aspect of teaching.
- **Social system:** The social system of a teaching model includes three things:
  - o A description of the kinds of student teacher roles
  - o A description of hierarchical relationship
  - o A description of the kinds of norms that are encouraged and student behaviour which is rewarded
- **Support system:** The support system is needed in order to create the environment specified by the model. It is additional requirement beyond the usual human skill, capacities and technical facilities. The support system includes two sources:
  - o The role of specification for the teacher.
  - o Requirements of the substantive nature that is, experts and knowledge of the experts. Thus the support system helps to generate desirable classroom environment.

Role of teaching models

The role of teaching models include:

- It may help a teacher in enhancing his ability to teach students and create conductive environment for them.
- It may help the curriculum–makers in planning curriculum which provides a variety of educational experiences to students.
- It may help in creating interesting and effective instructional material.
- It may stimulate the development of new educational forms, the educational opportunities.
- It may help in formulating a new theory of teaching.

10.3.1 Concept Attainment Model

The concept attainment model was developed by J.S. Bruner and his associates. A teacher provides correct information about the nature of concepts by its use. This model is used for the explanation of new concepts effectively. In this model, similarity or dissimilarity between two or more objects is made out in order to complete the process by integrating facts in different ways. 'A concept is a symbol that stands for a class or group of objects or events that possess common properties. Concepts greatly simplify our thinking processes. They make us free from having to level and categorize each new object or event we encounter.'

The objective of the concept attainment model is to enhance the ability for inductive reasoning in students and to develop concepts in them. Dr. Anand has

expressed his views about construction of concepts in human beings and has said that Bruner and his associates believe that the environment in which a human being lives is so diverse and complex that he cannot understand them without classification. Therefore, every human being tries to understand the objects found in his environment and classifies them. As a result of this classification, he develops concepts. These concepts are developed naturally, still training becomes essential in order to develop concepts correctly. This model is considered to be a good means of concepts.

Main elements of Concept Attainment Model

The chief elements of concept attainment model are as follows:

- **Focus:** The chief objective or focus of this model is to cultivate inductive reasoning ability. Its basis is psychology. Under this model, a student learns about different concepts on the basis of classification of different events, individuals and objects etc. into different groups. Bruner and his associates have given four objectives of this model, which are as follows:
  - o To provide students with the knowledge of nature of concepts so that they can gain skill to classify objects on the basis of their characteristics and attributes.
  - o To enable students so that they can develop correct concepts.
  - o To cultivate specific concepts in students.
  - o To cultivate thinking strategies in students.
- **Syntax:** The skills are cultivated in this structure in four steps, which are as follows:
  - o **Gathering of data:** A student is presented with different types of data related to an event or individual. With the help of these data, a student limits different types of characteristics in one group in order to develop different concepts. In other words, different types of information are given to a student by which he can comprehend about concepts through examples.
  - o **Strategy analysis:** In this step, a student analyses the data. Mostly this analysis is based on 'from general to specific'.
  - o **Presentation:** In this step, student analyses different types of concepts and characteristics on the basis of his age and experiences, and presents this analysis in a written report.
  - o **Practice:** This step comprises the use of the learnt concept, practising it, analysing it and constructs a concept on the basis of unorganized data.
- **Social system:** In this, a teacher motivates a student and guides for the formulation and analysis of concepts. A teacher occupies an important place in this model because he places different data before a student. He makes

students determine his project and guides them. In this, the chief aim of a teacher is to help the students formulate a concept.

- **Support System:** In the evaluation of this model, essay-type and objective-type tests are used and by them, new concepts are informed about through evaluation, improvement and modification.

  Under this model, a student needs to act on the previous concepts. The support system is a very useful approach for the overall understanding of concepts.

Characteristics of Concept Attainment Model

The characteristics of the concept attainment model are as follows:

- When an effort is made to learn and understand concepts on the basis of examples, this model proves more useful.
- This model cannot be used for imparting knowledge of facts, for answering 'why' and to tell reasons.
- This model is very useful in language learning.
- This makes an effort to teach fundamental principles of mathematics and science easily.
- This model proves to be more useful when it comes to subjects which provide more opportunities for concept formation.

  This model has been found useful in teaching most of the subjects. This model has proved useful at all levels of teaching as well. If a teacher wants to use this model while teaching small children, it should be used for simple concepts and examples. This model is not used for imparting new knowledge. The information processing models are more useful for imparting new knowledge. This model is used in the teaching of all subjects, but its utility is found to be effective in language learning, language-concept formation and language science.

10.3.2 Inquiry Model

The inquiry training model was developed in 1966. Richard Suchman believes that a child is curious by nature and the child feels joy when his question is answered. This model enhances individual development and mental abilities of a child, by which he can be trained in scientific attitude and natural faculties.

This model is based on scientific concept and scientific method which trains a student for scholarly inquiry. In this, students are given freedom to inquire, by which they are motivated to ask questions in a disciplined manner. In this type of inquiry, students discover new dimensions. The chief elements of this structure are given as follows:

- **Focus:** The chief objective of this model is to develop cognitive skills in a child. A student analyzes concepts logically through inquiry. It helps in the

cultivation of scientific attitude. It cultivates students' curiosity, aptitude and attitude, by which he is motivated to deal with any kind of situations.

- **Structure:** The structure of this model has five stages:
  - o **Presentation of problem:** In this, a student selects a problem under the guidance of his teacher.
  - o **Conducting experiment about the problem:** In order to gather data about the problem, a student asks questions for about half an hour which are replied in yes/no by the teacher. This inquiry by a student continues until the time he arrives its clarification. A teacher tells his students that they should not ask for the solution directly. He also guides them to ask as many questions as they may want, and can seek advice from or discuss with the fellow students.
  - o **Effort for problem-solving by students and teacher:** In this, a student gathers data by inquiry and direct tests in order to acquaint himself with new elements. He formulates hypotheses and verifies the cause-effect relationship on their basis.
  - o **Organization of data:** Data are organized while gathering data. A teacher makes his students to infer from the gathered data and analyzes the inference.
  - o **Analysis of inquiry process:** In this, a student is asked to analyze the inquiry process. Also, it is also decided if all necessary data have been received or not. A teacher evaluates and reviews the entire process and makes an effort to arrive at the suitable inference.
- **Social system:** In this model, a teacher leads and motivates students for inquiry and gives them opportunities for testing of conclusions. In this model, the roles of both teacher and student are important. Cooperation between teacher and student is held in open environment.
- **Support System:** In this model, special practical tests are used for evaluation or support system. After the evaluation, it can be figured out—how far and how effectively a student has succeeded in doing his work.

Characteristics

Some of the characteristics of Inquiry Model are:10.3.2 Inquiry Model

- This is more useful in scientific studies.
- This constructs the attitude of inquiry in students.
- This cultivates scientific attitude in students.
- The use of this model provides clear and practical knowledge to students.
- It cultivates 'curios' nature of students.
- This model is used in every educational circumstance.

This model was developed for teaching of physical science, but this model has come to be used in the teaching of other subjects too. This has proved useful for teaching in all classes. However, all the topics of every subject cannot be taught by this model. It is used where a problematic situation is presented. This model has proved extremely useful in the development of mutual relations of students.

10.3.3 Social Interaction Model and Information Process Model

A number of eminent scholars have introduced different types of families of models of teaching. John P. Dececco has classified models of teaching into four basic psychological classes or families. Schefler has arranged these models into three families. E.C. Hayden has described four types of models of teaching. Marsh Well have divided all models into three chief classes or families, these are:

- Information process model family
- Social process family
- Personal model family

Travers has divided all these models of teaching into three families as per his own system. The most widely accepted classification has been given by Joyce and Weil. They have developed more than 20 models. These models have been divided into four chief families on the basis of their chief characteristics and nature (that how they coordinate with educational objectives and means).

Glaser's teaching model is considered as a basic model of teaching by John P. Decceco:

- Historical Teaching Models
  - o The Socratic Teaching Model
  - o The Classical Humanistic Model
  - o The Personal Development Model
- Philosophical Teaching Models
  - o The Impression Model of Teaching
  - o The Insight Model of Teaching
  - o The Rule Model of Teaching
- Psychological Teaching Models
  - o Robert Glaser's Basic Teaching Model
  - o A Computer Based Teaching Model
  - o A Model for School Learning
  - o An Interactional Model of Teaching
- Teaching Models for Teacher Education

- o Taba's Teaching Model
- o Turner's Teaching Model

- Modern Teaching Models

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- o The Social Interaction Teaching Model
- o The Social Inquiry Teaching Model
- o The Concept Attainment Teaching Model
- o Inductive Teaching Model

Following are given some other families of models of teaching.

Following are given some other families of models of teaching.

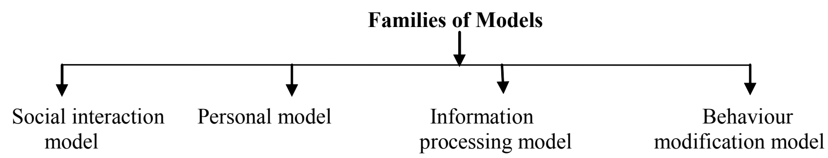


Fig. 10.1 Families of Models of Teaching

According to yet another scholar, all small and big members of the models of teaching are being presented by the chart as given below:

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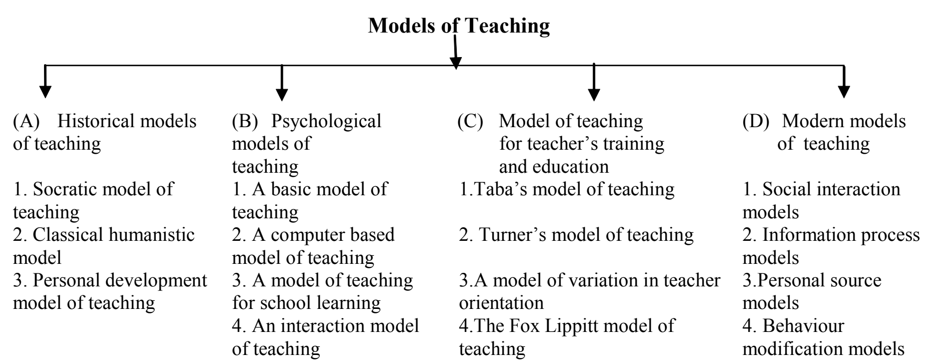


Fig. 10.2 Models of Teaching

Families of Models of Teaching Given by Joyce and Weil

Dr S.S. Mathur has described these four classes or families of models of teaching as follows:

- **Social Interaction Model:** Social interaction model lays emphasis on social relations. Some of the important characteristics of the model are as follows:
  - o It focuses on the process by which reality is discovered by sociality.

- o It lays emphasis on the ability of an individual by which he improves his relations with others.
- o It lays emphasis on improvement of democratic activities and betterment of society.
- o It focuses on development of an individual's mind and soul.

- **Information Processing Model:** This family lays emphasis on information-processing ability of students, and the system by which this ability can be enhanced. Information processing indicates those types which an individual adopts to adapt stimuli got from the environment, to understand problems for organizing the given material, to solve problems and to use verbal and non-verbal symbols. Some models are concerned with general intelligence ability and thus lay emphasis on productive thinking. This model also pays attention to social relations.
- **Personal Model:** The model inclines towards an individual person and is focused on self-development. It emphasizes on the process by which an individual forms his specific situation and organizes it. Often, it also focuses on an individual's emotional aspect. It is expected that an individual is given assistance to make productive relation with his environment, and to understand himself as an able person, then interpersonal relations will be improved and proficiency will be achieved in gaining even more effective knowledge.
- **Behaviour Modification Model:** The fourth type of model was developed on the basis of those efforts which have been made for the cultivation of skilled systems and to change behaviour formulation feedback. B.F. Skinner is the exponent of this model. We include such type of model under the behaviour modification principles because they lay emphasis on the change of external behaviour of the learner, and describe them in terms of direct behaviour, and not in relation to that behaviour which is inherent and invisible. Skinner's principle, also called Operant Conditioning Law, is used in several fields, such as education and other fields ranging from military training to medical treatment.

These models of teaching are not isolated from each other but are interlinked. The approaches which are described by some of them for the development of teaching process though belong to different families, yet they lay emphasis on similar type of approaches. Besides, many aspects about the models of one family and the methods of teaching laid down by them are similar with those of others in relation to the teaching processes, and the meanings attributed to them. In this context, we can say that each task that we do is personal. Thus, most of our experiences, especially educational, are related to intelligence or knowledge.

Skill in teaching can be called as mastery over the models of teaching. When a teacher is skilled to effectively use these models, his skill is further enhanced.

A good teacher constructs new models himself and tests them as he teaches his students.

10.3.4 Taba Model

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The Taba teaching strategy model was defined in the sixties by Hilda Taba and aims to help designing courses down to lessons in areas where students are supposed to learn how to think.

According to Joyce and Weil, Taba built her approach around three assumptions:

- Thinking can be taught (through engaging students in practice, in particular inductive reasoning).
- Thinking is an active transaction between the individual and data. This relies on earlier theories, e.g. Bruner's concept attainment, an important component of concept learning
- Processes of thought evolve by a sequence that is "lawful", somewhat in the sense of mastery learning.

Taba identified three inductive thinking skills:

- Concept formation (concept learning)
- Interpretation of data
- Application of principles

Concept formation

This stage includes three major steps: listing items (exemplars of concepts), group similar items together, label these (with a concept name).

- **Phase 1:** Identifying and listing
  - o What do you know about....?
  - o For lessons in your own classroom, you might ask the following: What did you see? What did you hear? What do you know about...?
- **Phase 2:** Grouping according to common attributes
  - o Do any of these go together? Why?
- **Phase 3:** Categorizing (labelling of the categories above)
  - o How would you name these groups?

Interpretation of data

This stage includes interpreting, inferring, and generalization and leads to concept attainment (i.e. students develop deductive capabilities).

- **Phase 4:** Identifying critical relationships (differentiation)
  - o What do you notice about the data? What did you see?

- **Phase 5:** Exploring relationships (cause-effect)
  - o Why did this or that happen? What do you think this means?
  - o Do you notice any connections within the records or across the data?
- **Phase 6:** Making inferences
  - o What makes you think about this?
  - o What can you conclude?

Note: At some point phases 1/2/3 can be repeated or revised.

Application of principles

- **Phase 7:** Predicting consequences
  - o What if?
- **Phase 8:** Explaining and/or supporting predictions
  - o Why do you think this or that would happen?
  - o Based on the data, would these conditions be logical?
- **Phase 9:** Testing and generalization
  - o What would it take to make this generally true?

10.3.5 Creative Thinking Model

School is, in fact, the proper place where an organized effort should be made to develop the basic foundations for creativity in children. Deliberate attempts need to be made to develop an environment of creativity among them. Some methods useful in promoting creativity are:

- **Identification of the creative child:** Both test and non-test techniques can be used to identify the creative child. Guilford and Merrifield developed test techniques that measured fluency, flexibility, originality, redefinition and sensitivity to problems. Getzels and Jackson, on the other hand, used five different measures of creativity in their research.
  - o **Word-Association tests:** Students are required to give as many definitions and number of different categories into which they could be placed.
  - o **Uses of things tests:** A student is asked to give as many uses as he can for a common object.
  - o **Hidden shapes tests:** A student is required to find more complex form of figures and shapes on cards, presented to him in a simple form.
  - o **Three different endings:** A student is required to suggest three different endings to incomplete short fables.
  - o **Make-up problems:** A student is required to make-up or form as many mathematical problems he can on the basis of information given in a complex paragraph.

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Besides these, the Minnesota tests of creative thinking comprising non-verbal tasks like picture construction, creative design, circles and squares, etc. and Torrence's check-list comprising 84 characteristics for identifying the creative children, are also very helpful.

- **Factors in the school that hinder creativity:** The present curriculum and methods of teaching are rigid and tradition bound. The current educational system largely encourages acquisition of knowledge and lays emphasis on rote memory. It rarely calls upon children to think and use their creativity. Most of the school activities and curriculum are usually teacher-centred.
- **Strategies for developing creativity:** It is often said that creativity needs to be identified, energized and guided almost from birth. Research findings suggest that the development of creativity cannot be left to chance. Creativity is likely to flourish in an environment which values independent and free thinking.
- **Types of programmes for the education of creative children:** Following are the programmes for educating and guiding creative children:
  - o Identification of the creative children in the school.
  - o Formulation of general and specific goals for guiding creative talent.
  - o Providing appropriate learning environment.
  - o Stimulating creativity among those children who do not apparently show it.
- **Providing creative learning environment and experiences in the classroom:** The teachers should follow the given guidelines to promote creativity in children:
  - o Inspire the students to learn to disagree constructively.
  - o Inspire the students to emulate creative persons.
  - o Provide for exciting experiences to the students.
  - o Provide a safe, permissive and warm environment.
  - o Develop student's ideas through constructive criticism and through referral to competent authorities.
  - o Provide necessary guidance and counselling for developing motivation and overcoming emotional fears.
  - o Allow the students ask unusual questions.
  - o Appreciate imaginative and unusual ideas of the students.
  - o Assure students that their ideas have values.
  - o Evoke originality in thinking.
  - o Provide opportunities to students for self-initiated learning.
  - o Provide materials which develop imagination of the students.
  - o Ask challenging and thoughtful questions.

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- o Rewards rather than punishment helps to increase creativity in students or children.
- o Shower love on them and let them know it.
- o Provide activities like drama, dance, music, etc.
- o Encourage debates, discussions, quiz, etc.
- o Show wit and humour in the class.
- o Encourage them to do intensive and extensive reading.
- o Arrange lectures of creative personalities.
- o Encourage students for self-evaluation.
- o Follow gaming technique.
- o Follow brain storming strategies.

Brain storming as a strategy for developing creativity

It is a technique which emphasizes the importance of divergent thinking. It involves generating ideas in response to some problem in a group. It allows children to attack and solve a problem without any inhibition or restriction. Literally speaking, it is 'storming' a problem by a number of possible ideas and solutions.

To start with, students may be provided with a focus that is, a particular problem like 'students' self-government in the school', 'checking late coming', 'improvement in the examination system', 'organizing the annual function', etc. Thereafter, students are asked to suggest ideas. In this context, following guidelines need to be kept in view:

- Students are encouraged to suggest as many ideas as possible; however, unusual these might be.
- Students are allowed to express their ideas freely.
- Students' ideas should not be criticized.
- Students may be encouraged to build new ideas on the basis of ideas already suggested by the fellow students.
- Main points of all the ideas should be written on the blackboard.
- In the end, attempts should be made to find out a meaningful solution.

10.3.6 Instructive thinking/design model

An instructional thinking model helps in organizing appropriate teaching scenarios to achieve instructional goals. It refers to the practice of designing the method of instruction to facilitate learning in the most effective manner. According to Driscoll and Carliner, 'design is more than a process; that process, and resulting product, represent a framework of thinking'. Basically, these models guide instructors in planning their whole instruction process. Some commonly accepted design models are:

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- ADDIE
- Dick and Carey
- Assure
- Backward Design (Understanding By Design)
- Kemp Design Model
- The Kirkpatrick Model
- Gerlach-Ely Model
- TPACK

Characteristics

Some of the characteristics of instructional thinking model are:

- It is more learner-centred as performance of a learner is the focal point.
- It is goal oriented.
- It helps learners perform in the real world.
- It is empirical. Facts and data are the heart of the process.
- It relies on team effort and team work.

Check Your Progress

1. Define teaching according to Brubacher.
2. What is the significance of the syntax of the teaching model?
3. Mention any three roles of teaching models?
4. What is the key objective of the concept attainment model?
5. What do you know about Richard Suchman's Inquiry Training Model?
6. What are the three chief families of models of teaching as per Marsh Well's perception?
7. Mention any two characteristics of the social interaction models.
8. What do you mean by brainstorming?

10.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Brubacher defines teaching as 'an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so'.
2. The syntax of the model involves a description or structure of activities. It indicates the shape of the activities which specify educational environment relating to each model. It refers to the presentation aspect of teaching.

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3. The roles of teaching models are as follows:
    a. It may help in creating more interesting and effective instructional material and learning sources.
    b. It may stimulate the development of new forms of educational theory.
    c. It may help to formulate a theory of teaching.
4. The key objective of the concept attainment model is to enhance the ability for inductive reasoning in students and to develop concepts in them.
5. The inquiry training model was developed in 1966. Richard Suchman believes that a child is curious by nature and he feels joy when his question is answered. This model enhances individual development and mental abilities of a child.
6. The three families of models of teaching are:
    a. Information process model family
    b. Social process family
    c. Personal model family
7. Some of the important characteristics of the social interaction models are as follows:
    a. It focuses on the process by which reality is discovered by sociality.
    b. It lays emphasis on the ability of an individual by which he improves his relations with others.
8. Brainstorming is a technique which emphasizes the importance of divergent thinking. It involves generating ideas in response to some problem in a group. It allows children to attack and solve a problem without any inhibition or restriction.

10.5 SUMMARY

- Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some pre-determined goals.
- In simple words, a model can be defined as an object or a sample which can be reproduced. On the basis of this meaning, we can say that the teaching model is a sort of pattern of planning in which we select the instructional material after deciding the curriculum, and guide the functions of the teachers.
- A teaching model generally consists of four fundamental elements. They are focus, syntax, social system and support systems.
- Teaching models help a teacher in enhancing his ability to teach students and create conductive environment for them. It may help the curriculum–makers in planning curriculum which provides a variety of educational experiences to students.

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- The concept attainment model was developed by J.S. Bruner and his associates. This model is used for the explanation of new concepts effectively.
- The chief objective or focus of the concept attainment model is to cultivate inductive reasoning ability. Under this model, a student learns about different concepts on the basis of classification of different events, individuals and objects etc. into different groups.
- Richard Suchman's inquiry training model was developed in 1966. Suchman believes that a child is curious by nature and the child feels joy when his question is answered.
- The chief objective of the inquiry training model is to develop cognitive skills in a child.
- A number of eminent scholars have introduced different types of families of models of teaching. John P. Dececco has classified models of teaching into four basic psychological classes or families. Marsh Well have divided all models into three chief families, these are: Information process model family, Social process family and Personal model family.
- Social interaction model lays emphasis on social relations, while Information processing model lays emphasis on information-processing ability of students, and the system by which this ability can be enhanced.
- The Taba teaching strategy model was defined in the sixties by Hilda Taba and aims to help designing courses down to lessons in areas where students are supposed to learn how to think.
- School is, in fact, the proper place where an organized effort should be made to develop the basic foundations for creativity in children. Deliberate attempts need to be made to develop an environment of creativity among them.
- An instructional thinking model helps in organizing appropriate teaching scenarios to achieve instructional goals. It refers to the practice of designing the method of instruction to facilitate learning in the most effective manner.

10.6 KEY WORDS

- **ADDIE:** It is an acronym for the five stages of a development process: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model relies on each stage being done in the given order but with a focus on reflection and iteration.
- **Creativity:** It is a phenomenon whereby something new and somehow valuable is formed. The created item may be intangible or a physical object.

10.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. What are the characteristics and principles of teaching?
2. State the main elements of Concept Attainment Model.
3. Briefly explain Glaser's teaching model.
4. Write a short note on instructional thinking model.

Long-Answer Questions

1. Explain the inquiry training model in detail.
2. Evaluate the four families of models of teaching suggested by Dr S.S. Mathur?
3. Discuss the steps to develop inductive thinking skills as identified by Taba.
4. Describe some methods which are useful in promoting creativity in children.

10.8 FURTHER READINGS

Driscoll, M., S. Carliner. 2005. *Advanced Web-Based Training: Adapting Real World Strategies in Your Online Learning*. Hoboken: John Wiley & Sons.

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UNIT 11 TEACHING AS A PROFESSION

NOTES

Structure

11.0 INTRODUCTION

Teacher education is crucial for any country since it is said that 'the society being shaped inside classrooms'. How is the society and its future being developed inside the classrooms? The quality of education depends on the quality of teacher education. The purpose of teacher education is to equip teachers with the credentials necessary for the work they are called upon to undertake. To become a good teacher it is very important to go through formal professional training on a continuous basis. Training helps to develop the personality and communication skills of the teachers. In this unit, you will study about the roles, responsibilities and accountability of teachers. In addition to this, you will also learn about performance appraisal of teachers and various issues and problems related to the same. The unit goes on discussing the ways of building a career in professional and personal teaching.

11.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the role, responsibilities and accountability of teachers
- Analyse the need and ways of developing professional ethics of teacher education
- Know professional organizations of teachers
- Discuss the issues and problems with performance appraisal of teachers
- Understand career building scope in professional and personal teaching profession

11.2 ROLES, RESPONSIBILITIES AND ACCOUNTABILITY OF TEACHERS

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We have been discussing the concept of teacher education and its developments at various stages from the ancient period to the present. In this unit we will focus on the concept of profession, need and ways of developing professional ethics in teachers. The term 'profession' refers to some specialised training or study in lieu of fee or remuneration that would help a person to give better services which may be direct like doctors or indirect like teacher educators. A profession can be practiced independently or within an institution or both.

In society we can see different kinds of professionals, like lawyers, engineers, advocates, actuaries, dentists, professors, pharmacists, medical technologists, nurses, military officers and non-commissioned officers like qualified teachers, architects, accountants, midwives, and physicians. Some of the general characteristics of professional are as follows:

- Professionals have sound theoretical knowledge of skills and its practice. They have firm theoretical understanding of basic skills of their profession and the capability to apply this in practical situations.
- Professionals usually maintain a code of ethics. Code of ethics help professionals to contribute maximum and indulge in unwanted activities.
- Professionals set up organisations for the welfare of the members of the group
- Professionals render social service to the society
- Professionals are concerned with one specialised area or function such as medicine, law, teaching, etc.
- Professionals are capable of taking decision for their clients based on their knowledge, experience, etc.
- Preparation of profession is accomplished through intensive professional training methods either in colleges or universities.
- Profession is complete only when a certificate or license is obtained in the concerned area.
- Profession requires different emotional qualities in balanced manner to succeed.

Teacher Education as a Profession

Teacher education is needed to provide quality education to the student community. Quality of teacher is dependent on the various teacher education programmes with respect to method of teaching, pedagogical application and application of the latest trends in practice of teaching-learning process. Unless and until strict procedure is adhered to, the system will only churn out low quality which would

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adversely affect the concept of preparing good quality teachers. We have studied the concept of profession which says it is an occupation with some specialised skills to perform along with certain specialised tasks in the area concerned. Teaching being a profession, teachers are required to perform tasks like executing well organised teaching-learning process, providing counselling strategies to students, helping internalize knowledge in various subjects, organizing learning experiences and help prepare students to become worthy member of the society. Hence, it is understood that teacher education is comprehensive and complex.

Professional development of teachers is very important and hence efforts have been taken to provide in-service training to teachers at various levels. If we analyse the educational policies and programmes implemented to enhance teaching capabilities, we can understand that these professional building programmes fail to develop qualities as desired. Why are these teacher training programmes organised? This question seems to be very important in the sense that teaching being a complex activity, teachers are expected to tackle the changing situations of the society, learning style of students, latest trend in education, and the daily teaching-learning process. Hence, professional programmes should be formulated to develop the professional qualities of teachers. Professional development is needed on the following grounds:

- To provide knowledge on the misconceptions related to teacher education.
- To make them aware about gap between theory and practice in teacher education.
- To focus on the areas neglected in teacher education programmes.
- To provide knowledge in competencies and skills in teacher education.
- To provide adequate experience to practice recent trend in learning and teaching methods.
- To make aware about the aim of education as conceived by the nation.

The concept of profession leads us to the concept of professionalism. The competencies of professionalism as desired by the teacher profession must be inculcated in teachers to succeed in the profession. What are the qualities of professionalism of teachers? For the well conduction of teaching-learning process, certain theoretical knowledge must be developed. This may be provided either through intensive training or through professional development programmes. The traditional bureaucratic-administrative model needs to be replaced by a professional-managerial model. In Bureaucratic model stress is on the bureaucratic style of education were teachers play a vital role to provide knowledge in subject areas to the students without minding the professional skills of a teacher but in professional model teacher should have the skills and competencies as required by the profession. Let us look at the difference between these two models.

Table 11.1 Administrative-Bureaucratic Model and Managerial-Professional Model

Administrative-Bureaucratic Model	Managerial-Professional Model
Input orientation	Output orientation
Accountability for maintenance and control	Accountability for growth and outcomes
Relationships based on authority and jurisdiction	Relationships based on expertise and autonomy
Rigidity in rules and procedures	Flexibility in rules and procedures
Reward system linked to seniority	Reward system linked to performance

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Now let us discuss the concept of professionalism and move on to the ways of developing professional ethics in teachers. What is the meaning of professionalism? Being a teacher doesn't mean you are a professional teacher. Professionalism means the ability to perform a task effectively. It includes the competence to perform, confidence in the skills, focused approach to perform, have pride and satisfaction in the work, motivation to achieve the desired goals, accountability in work, responsibility towards the profession, respect for the work and circumstances concerned, control of emotions and commitment to the work. Teacher professionalism may be explained as the responsibility to the teaching profession in executing well-organized teaching-learning process, emotional control over students, subordinate and other staff of the organization, enjoyment on execution of teaching process, confidence to tackle complicated situation inside classrooms and motivating students to excel in learning, etc. are some of them. The complexity of teaching-learning process gets reduced by being a professional teacher. Some of the common traits of professionalism is given for your reference.

- Reliability: Prove reliability in all works assigned
- Competence: Proficient in knowledge and skills as required by the profession
- Honesty: Be true to oneself and activities undertaken
- Integrity: Try to integrate activities with other departments
- Respect: Respect towards work and others
- Self-upgrading: Must be updated on recent trends and knowledge of profession
- Being positive: Should possess positive attitude towards the profession
- Supporting others: Should develop the habit of helping others
- Staying work: Develop the habit of involvement in completion of task assigned
- Listening carefully: Listen to others for self-development

Developing Professionalism for teacher educators

Teacher professionalism has pivotal role to play in educational settings as it being the core of teaching profession. Only professional teachers succeed in conducting organized objective-oriented teaching-learning activities, motivating students and helping students to achieve the aim of education. Professional teachers help to

improve the learning of the students, make learning a joyful activity, inspire students and prepare students to be worthy members of the society. Teacher professionalism contains three essential characteristics,

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- competence,
- performance
- conduct

These components help in self-development of a professional teacher. Let us briefly discuss the above components. Competence in teacher profession is a vital component as it explains the skills needed for a teacher to deliver effectively in a class. What are those core competencies? To name a few skills— introducing the subject matter, skill in questioning techniques, ways of motivating students, techniques to sustain students attention, strategies of class management, power to make them understand, giving counseling to needy students, help in solving problems related to curricular and co-curricular activities, maintain discipline in class and organization where he/ she works. A professional teacher must be equipped with such qualities to maintain proper classroom climate and to achieve the desired goal. It is seen that some teachers are good in handling classes but poor in delivery of content, similarly those who are good in delivery of lesson may lack quality of building up emotional relationship to solve problems of students and so on. Knowledge of subject area is one of the major competence required for professional teachers, it helps to deliver subject concepts to students. If subject knowledge is excellent, professional teachers can concentrate on different delivery methods. Knowledge in subject area and on different teaching methods helps to work out proper instructional strategies in the classrooms.

The second component performance is a continuation of competence. Once the teacher is competent enough, automatically excellent performance in all fields of teaching can be expected. Competence in subject help to tackle queries related to subject while knowledge on psychological methods of handling students helps to deal with problems of the students. Performance paves the way to achieve goals of education. A competent teacher is capable of handling all the problems related to his/her classrooms.

The third characteristic of teacher professionalism, conduct is as important and significant as the first two. The way educators carry themselves reflects on the classroom, school, community and the educational system. It also includes one's ability to initiate and maintain good communication with all the people involved such as students, fellow teachers, administration, school authority and parents of the students. It is very important for teachers to have effective communication skills to achieve the preferred educational goals.

Developing professional ethics for teacher educators

Every profession is well performed by certain behavioural pattern and style, which we call code of conduct. Code of conduct explains various behavioural patterns

to be followed by professionals. It guides the work of professionals so that clients can take maximum benefit. The controlling authority or professional organizations initiate and frame the code of conduct for any particular profession. For example in case of teacher educators, the statutory body NCERT explains the code of conduct to be followed by teacher educators. Thus every profession is expected to frame ethical principles to guide the conduct and behaviour of professionals. It provides a base which dictates the wanted and unwanted behaviour from the professionals.

Pertaining to each profession, professional ethics and code of conduct has been framed to regulate the activities of the professionals in a desired direction. Unless and until proper code of conduct or professional ethics has been framed, the tendency of professionals to indulge in unfair means of activities increases. The code of professional ethic may be defined as a set of self-imposed professional ideals and principles necessary for the attainment of self-satisfaction and professional excellence. Professional ethics refers to the principles, guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities. The professional ethics tend to change from time to time, society to society and hence it is dynamic in nature. The professional ethics of teacher in Vedic period was entirely different from that of twenty first century. Professional ethics also differ from profession to profession. It provides guideline to their work nature. The need for professional ethics is explained below.

- **Tool for self-correction**: Professional ethics act as a tool for self-correction.
- **Tool for self-satisfaction**: When we are honest and truthful in our activities, it gives us self-satisfaction. Professional ethics show the way for our self-satisfaction.
- **Guides conduct and behaviour**: Inside a class, teachers mould the behaviour of their students. Code of ethics act as a base to shape the behaviour of teachers.
- **Helps to build personality**: Personality is reflected by the character of the individual. Professional ethics helps a person to be cautious about his/her words, activities, dress, and style of speaking. It builds up the personality.
- **To create ideals for students**: Professional ethics motivates and help teachers to pass their character to the students. The personality of teachers in a way becomes the personality of the students.
- **To improve relationships**: Professional ethics build up qualities like concern for others, respects for others, brotherhood feelings, co-operation, etc. These characteristics help to maintain good human relationship.
- **For growth of society**: Only teachers with healthy professional ethics are able to contribute for the betterment of the society. The qualities imbibed as part of professional ethics help them in nation building process.

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- **For professional excellence**: The effective functioning and excellence in particular profession is dependent on the professional ethics followed. Non-obeyance of the directions mentioned in professional ethics leads to negative result and poor excellence in professional practices.
- **Improvement of professional environment**: Professional environment consists of people, institutions, higher authorities, infrastructure, working conditions, etc. Professional ethics help to maintain excellence in all these components.
- **To follow professional principles**: Each profession has its own work rules and ethics under its work climate. These rules and regulations must be followed to excel in profession.

11.3 PROFESSIONAL ORGANIZATION OF TEACHERS AT VARIOUS LEVELS OF EDUCATION

Most of the teachers' organisations in India are regional or institutional in nature. In higher education these organisations mainly function at affiliated college and/or university levels. The examples of this kind are Delhi University Teachers' Association (DUTA), Baroda University Teachers Association, etc. The only two teachers' organisations having a national character at present, are the All India Federation of University and College Teachers' Organisation (AIFUCTO) and the Federation of Central Universities Teachers' Associations (FEDCUTA). AIFUCTO is a much bigger organisation, and unlike FEDCUTA which only represents the Central (government) universities teachers' associations, it represents the very large number of State universities and other institutions of higher learning.

The members of the organisations like these have a common work ethos, common or similar service rules, common academic objectives and common issues and views regarding their profession. On the other hand we find a number of teachers' organisations which are formed on the basis of commonality among the members with regard to their disciplines. The examples of these are All India Science Teachers Association, AIL India Association for Educational Technology, All India Association of Teacher Educators, All India Association of Educational Researchers, etc. These associations are mainly formed with a view to promoting a particular discipline or some related discipline. These organisations do not fight for the economic benefits of their members. Their major thrust is professional development of their peers.

Check Your Progress

1. What is meant by professional ethics of teachers?
2. Name some of the professional organizations of teachers.

11.4 PERFORMANCE APPRAISAL OF TEACHERS: ISSUES AND PROBLEMS

The overall need and purpose of teacher evaluation is to determine the worth, or merit of teaching. Kenneth D. Peterson has identified the following needs of teacher evaluation in his book *Teacher Evaluation* (1995).

- The practice of personnel decision making regarding selection, contract renewal, promotions, reassignment, certification, new programme, staffing, retirements, leaves of absence, and in-service education needs objective information on teacher performance to guide these decisions (Cronback, 1963).
- The classroom teacher or instructor tends to perceive himself/herself with considerable uncertainty and ample distortion, and hence needs reliable feedback from external sources (Hardebeck, 1974).
- The teacher as the central figure in the school's operation needs to be evaluated if, in fact, educational evaluation of any significant kind is to be undertaken (Costa 1977).
- Parents no longer have close personal contacts with the teachers of their children and youth, and those parents have a need for new assurances about teaching competence and the welfare of students (PDK, 1979).
- Administrators and supervisors, in trying to maintain and improve the quality of the school programme, are dealing with many highly autonomous operating units, which seem to defy coordination, development, and even simple adjustments. These instructional leaders are in need of detailed information about the teachers in charge of each of those classroom units (Madaus *et. ai,* 1979).

Aims and Purposes of Teacher Evaluation

Following are the purposes of teacher evaluation:

- Improve the quality of education for children, by helping teachers to realize their potential and carry out their duties more effectively.
- Help teachers to recognize their achievements and help them to identify ways of maintaining high quality or enhancing their professional skills, performance and job satisfaction.
- Assist in planning the in-service training and professional development of teachers individually and collectively.
- Identify the potential of teachers for career development, with the aim of helping them through in-service training and, where appropriate, through a change of duties.

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- Provide help to teachers who wish to improve their performance, through appropriate guidance, counselling and training.
- Enhance the overall management and development of the school.
- Reassurance for the audiences of teachers also is important. Teaching is not done just for the practitioners or even the students, but also for parents, elected representatives, society, and the profession. There are many stakeholders in quality teaching. Comprehensive teacher evaluation has the purpose of letting interested groups know how well, and in what ways, teachers contribute to their students and to society.
- The most visible purpose of teacher evaluation is for staffing decisions. These decisions are to hire, retain, remediate, or terminate. This activity receives a great deal of attention and forms the single common ground of interest of participants and audiences.

Six Broad Areas of Teacher Evaluation

Some foreign scholars suggest the following broad areas in which teachers should be evaluated. A 3-point scale would serve the purpose.

- Businesslike work ethics
- Friendly attitude and behaviour
- Verbal interaction
- Stimulation
- Individual Orientation
- Multimedia Integration

Performance Area and Behaviour Indicators

Business like Work Ethics

1. **Organizes classroom activities to produce a smooth flow of events with a minimum of confusion or waste of time**
    - Gives clear, simple directions for shifting from one activity to another
    - Initiates changes in activity for individuals who are ready while others are still busy with prior assignments
    - Arranges all materials for easy distribution as needed during activity,
    - Makes prompt use of supplemental activities or plan modifications to assure full use of all available time
    - Organizes and directs clerical and housekeeping chores to prevent waste by time by teacher and students
2. Informs students of objectives, sequence of events, the rationale, and responsibilities well in advance of lesson or activity
    - Displays and/or verbalizes the planned sequence of events for the lesson or period

- Specifies objectives in clear, explicit terms before students are given directions, and refers to such objectives as needed for clarification and evaluation purposes
- Discusses the rationale for assignments in terms of objectives, course goals, and the realities of student life
- Defines student responsibilities, emphasizing expectations, growth, progress, excellence and effort

3. **Delegates responsibilities to students, aides, and others in ways that keep them involved and conserve teacher time and energy for the most demanding responsibilities**
    - Assigns routine clerical and housekeeping chores to students (and aides) on a scheduled basis, dispersing the workload and conserving time
    - Arranges for students to work individually or in small groups, defining the responsibilities of all students
    - Leads students in evaluating their own assignments, providing all necessary materials and directions to assure objectivity
    - Stimulates students to seek assistance from other school personnel, parents, and others in conjunction with regular course assignments
4. **Paces activities to assure task accomplishments, arranging for assistance for those who need it to make progress and reach goals**
    - Surveys the progress of students toward task accomplishment, and reminds students of time allocation, urging greater speed as needed. Adjusts time frames to fit needs of students, allowing time, shifting to new activities more quickly, or rescheduling target dates
    - Provides tutorial assistance or guides small groups to assist with task accomplishment on schedule
    - Encourages and directs students in assisting each other to assure task completion

Friendly Attitude and Behaviour

5. **Speaks to students in positive, prais-ing, encouraging ways**
    - Acknowledges student comments or responses verbally without interrupting or reducing focus on the student
    - Praises student efforts, using phrases, sentences, and tonal inflections which are meaningful to the students involved
    - Frees students from embarrassment by using reassuring and supportive statements.
    - Avoids giving negative reactions, criticisms, threats, sarcasm

- Interacts personally with all students—balancing the attention given to the more aggressive and the less aggressive students

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6. **Expresses interest in individuals as persons over and above being students**
   - Seeks out individual students and groups of students for informal personal contacts
   - Encourages students to share thoughts and feelings, reflecting and clarifying in ways that help students assess the effectiveness of their behaviour patterns
   - Utilizes activities which allow for a high degree of student interaction
   - Inquires about students' personal accomplishments or interests
   - Assists students in defining realistic self-development goals
7. **Reflects empathy, concern and warm liking of students as related to both school and other aspects of life**
   - Comments sympathetically on feelings of students
   - Asks about and comments with acceptance on family and personal affairs.
   - Shares personal experiences
   - Encourages students to recognize peer accomplishments
   - Tells and listens to jokes, puns, or amusing incidents
8. **Demonstrates interest and concern for students non-verbality in a variety of ways**
   - Maintains eye contact with students when interacting verbally with them.
   - Listens affectively when students are talking or presenting
   - Smiles openly, broadly, and frequently, and laughs freely when appropriate
   - Moves close to students when assisting them, leaning, stooping, sitting, etc. as needed
   - Uses with and accepts from, students such physical contacts as handshakes, pats on the back, or embraces

Verbal Interaction

9. **Communicates clearly and conci-sely**
   - Gives directions or comments as needed to assure progress
   - Avoids directions or comments which disrupt students and waste their time
   - Uses a level of language students can understand

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10. **Encourages and guides student responses and teacher-student interactions**
    - Gives and asks for information and suggestions
    - Encourages alternative answers, rephrasing to suggest responses from different students
    - Prompts, reflects, accepts, disagree-ments, and waits extended periods of time for students' thoughts to emerge
    - Listens thoughtfully to students' ideas, incorporating them into the lesson and recognizing their worth
    - Utilizes activities which allow for a high degree of student interaction—discussion, simulation, experiments, problem solving, games, inquiries
11. **Utilizes a variety of questioning techniques which provoke different levels of thinking on the part of all students**
    - Uses open-ended questions to stimulate discussion, probing in ways that keep the question open-ended and enhance student thinking
    - Adjusts pace of questioning to allow periods of silence so all students may engage in higher-level thinking
    - Uses an array of question types, ranging from simple recognition and recall to analysis, synthesis and evaluation

Stimulation

12. **Expresses interest, enthusiasm and curiosity about subject matter and other events**
    - Decorates or arranges the classroom in ways which reinforce the theme of the lesson or the subject
    - Shares personal books, artifacts, experiences, reading, or other materials with the students
    - Uses self-invented written materials. models, drawings or processes
    - Improvises furniture, objects, costumes, or sets to meet unique or spontaneous needs.
    - Raises questions about others' thoughts, opinions, or ideas in ways which reinforce the theme of the lesson or event
    - Communicates excitement, surprise, and wonder about lesson or event by inflection and by varying speaking rate. gestures, and body movement
    - Elaborates on subject matter by drawing from a personal knowledge base which is accurate, up-to-date, and of significant depth

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13. Uses a variety of styles, techniques, and approaches to present subject matter

- Organizes subject matter presentations to show relationships between disciplines and connection of subject matter to the real world
- Uses shifts in sensory models, levels of thinking, interaction styles, or in location of teacher/learners to keep the lesson flowing and student interest and attention high
- Models, and guides students in using, a wide array of higher cognitive operations, *e.g.,* classifying, comparing, evaluating, inferring, generalizing, hypothesizing
- Plans and executes presentations which are surprising, out of the ordinary, and nemorable, increasing active response of the students and motivating them toward further participation
- Sets up and provides resources for a wide variety of challenging learning activities, e.g., inquiries, experiments. simulation, case studies, interviews, brainstorming

14. Draws upon students' interests and current events for content, illustrations, and applications within the classroom

- Substitutes current problems, issues, or happenings of interest to students for those offered in commercial materials or texts, when doing so makes for lively and efficient learning
- Refers to up to-date bulletin boards. exhibits, interest centers, newspapers, periodicals, books, or other selected sources of information
- Provides students with choices in topics for study, in activities, or in coworkers
- Encourages students to reveal their interests by facilitating such student-centred activities within the classroom as sharing books of particular interest. displaying artifacts, or talking about experiences or current issues
- Invites students to initiate projects, experiments, or other learning activities, assisting them directly when called upon

15. Responds spontaneously to un-planned events, using them as re-enforcers or illustrations

- Maintains a planned but flexible learning environment in which unplanned events can emerge
- Cues students that the event is important by recognizing the event and calling attention to it

- Guides students in relating the event to past, present, or future learning, tying the event to specific learnings, materials or processes
- Introduces extension activities as a follow-up to the event when doing so aids significantly in accomplishing the learning objectives set up prior to the event's occurrence

Individual Orientation

16. Collects, organizes and analyzes diagnostic data about individual students' current learning needs

- Develops and administers tests and other evaluative procedures which are diagnostically scored to indicate what individuals have learned and what they need to learn
- Observes students' learning styles. recording individuals' rates of learning and use of time and their preferred study skills, sensory modes, and working relationships
- Maintains cumulative profiles of individuals learning behaviours high
- lighting those needs which can and will be met through the school program

17. Plans as intructional programmes which meets the unique needs and learning styles of individual students

- Uses diagnostic information about individuals' current needs in lesson planning
- Departs from standard curricular expectations to respond more directly to urgent individual needs
- Differentiates experiences by providing objectives, varied assignments, materials, activities, working relationships, time on task, and teacher assistance tailored to the needs of individual students
- Organizes materials and resources for student use so that individual learners have what they need when they need it

18. Directs instruction in response to the unique needs and learning styles of individual students

- Guides the work of student groups whose membership, tasks, location, and size change periodically in response to individual learning needs
- Provides for and processes feedback to and from individuals about class activities and home work assignments, adjusting instructional modes, materials, or time on task if needed
- Encourages individual initiative in pursuing learning, reinforcing such actions as seeking help from other students, bringing materials from home, moving about the room to get resources, going to the library independently, or suggesting alternatives

19. Responds to individuals in ways that assist them in accomplishing their objectives

- Encourages and guides students in finding their own best way or learning
- Makes self available to individual students and groups, conferring during independent study time, arranging for peer tutoring, re-teaching, checking to see work is done correctly, or clarifying
- Recognizes and responds positively to efforts and approximate performance or learning objectives
- Grades papers and projects with diagnostic notations clearly indicating strengths and needs of students
- Leads students in checking and correcting their own work diagnostically
- Discusses graded work with individual students and small groups, assuring their recognition of ways of improving performance or overcoming difficulties
- Shares diagnostic profile data with individual students, helping them to set specific, realistic learning objectives

Multimedia Integration

20. Uses a variety of audio-visual and manipulative aids regularly as integral parts of lessons and assignments

- Utilizes print materials which are illustrated and colourful
- Uses chalkboard, charts, bulletin boards, displays, photographs, posters, slides, and transparencies to portray content visually
- Makes audio materials such as records and tapes a regular part of lessons
- Incorporates audio-visual materials such as television, videotape, sound film, etc. regularly in lessons
- Provides manipulative experiences through games, puzzles, clay, painting, drawing construction etc

21. Involves students actively and regularly in such multi-sensory experiences as dramatizations, verbal interactions, games, draw-ings and field studies

- Directs students in using role-plays or socio-dramas in connection with their assignments
- Structures discussion groups to provide extended opportunities for students to verbalize and share knowledge with each other Encourages students to illustrate learning in graphic or artistic forms

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- Utilizes games in ways which stimulate interest and participation without excessive competition
- Provides for out-of-classroom learning in school and community settings
- Arranges for laboratory experiments, special projects, or action research studies as a part of regular assignments

22. Participates with students in multi-media, multi-sensory activities—demonstrating, helping and extending learning

- Utilizes teacher-made as well as commercial and student-made materials in the classroom
- Serves as participant as well as leader or observer in role-playing, discussion, or game activities
- Demonstrates and helps students understand ways of using multimedia
- Introduces multi-media carefully to assure students awareness of their purpose in lessons
- Follows use of multi-media/sensory activities with discussion, testing, or other planned activity. (Sources from which adopted and adapted)

Check Your Progress

3. What is the overall need and purpose of teacher evaluation?
4. What are the six broad areas of teacher evaluation?

11.5 PREPARATION OF PROFESSIONAL AND PERSONAL TEACHING PROFESSION IN FUTURE

Each individual is bestowed with certain responsibilities and activities to perform their respective environment whether it is professional or non-professional. This responsibility imposed by one on their self is termed as obligation. Obligation in case of professionals is more important since they are entrusted to perform specific tasks in the society. So as a professional, they are supposed to obey the rules and responsibilities as required by the profession. Usually teacher educators/teachers have obligation in the following ways.

- Obligation toward students
- Obligation toward parents
- Obligation towards society
- Obligation towards profession
- Obligation toward higher authorities

Obligation toward students

Teacher and students are the core component in the teaching-learning process. Teaching being a professional activity is bound to obey certain rules and professional ethics. Once ethics are followed teaching-learning becomes joyful and an interesting activity. In classrooms teachers have a great role to play in educating children. Apart from teaching, a variety of roles are played by teachers to help the students achieve the goal of education. These roles include counselling, creating awareness regarding the importance of education, dealing with children with special needs and so on. Teachers are supposed to act beyond the rigid boundary of imparting instructions. This helps to build up personality and worthy members of the society. Teachers have the following obligations towards their students:

- *Sincerity in teaching*: Sincere efforts has to be taken to make teaching-learning a joyful activity
- *Motivation to students*: No subject is boring; it is the way of teaching which makes it boring. Teachers have to adopt strategies to make students motivated toward learning.
- *Maintain emotional stability*: Students are emotionally unstable due to variety of reasons. Teachers should be able to identify, rectify and maintain emotional status of the students.
- *Psychological support*: Teachers should psychologically handle students to build a positive personality.
- *Performance of various activities*: Apart from teaching, teachers have to perform various activities such as giving counseling classes, conduct orientation programmes, arrange club activities, and so on.
- *Help to take decisions*: Students of various ages find it difficult to take critical decision on different matters. At this stage, teachers should help them to resolve critical issues.
- *Development of leadership qualities*: To succeed in life, students should develop leadership skills. Teachers should provide opportunities that would help in building leadership qualities.

Obligation toward parents

Parents send their children to school to get educated, to build knowledge in subject areas, to build personality and for all round development. Now it is the duty of teachers to fulfill the objectives of the parents. Students spend most of their time with teachers during the school hours. So teachers have to provide all necessary guidance and support to the all-round development of their students as desired and expected by parents. Teachers have to be in touch with parents and should inform them about the progress of their wards at various stages. Obligation to parents is as follows:

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- Providing information on students' performance regularly. Students' progress in studies, attitudes, behavioural aspects, etc. can be informed to parents.
- Guiding parents in selecting higher courses for their child. Parents may have less knowledge on the professional courses available. Teachers can suggest the best courses according to the attitude and aptitude of the student.
- Attitude and aptitude of students may be better guided by teachers. Teachers should inform parents about the attitude and aptitude, so they can keep an eye on their children for better personality development.
- Help parents to provide favourable environment at home. Students might face difficulties both in school and at home. Teachers should be aware of it and help parents in providing conducive environment for student growth.
- Counselling services to parents are required for various aspects of their children's growth. Parents may not have enough knowledge on child growth, hence, in such a situation teachers can adopt steps to educate the parent.
- Knowledge and importance of various hobbies and interest should be shared with parents so that parents can make their children spend some time on hobbies which would lead to positive result in their studies and personality.
- Building rapport with parents and informing about the various activities conducted in school.

Obligation towards society

School is a miniature form of society with parents, teachers and students as major components. The cooperative and interdependent activities of these components bring positive output to the society. The role of teacher is of major concern in this context as they are the guiding force for bringing a positive structure to society. Hence, the obligation of teachers towards the society can be understood in the following ways.

- Steps to provide prospective citizens to the society. In school, apart from subject content, students inculcate qualities which help them to become worthy member of the society. Teachers should help them to develop the desired qualities for becoming good citizens.
- Make them aware about the duties and responsibilities and rights of a citizen. As a member of society each individual is bound to obey rules and regulation framed by the nation. Knowledge on these responsibilities and duties should be taught by the teacher.
- Equip students with knowledge on various social norms to be followed in the society.
- Help students to develop ethical standards among students. Ethical standards act as a base, when followed improve the standard of the society.
- Teachers should provide basic knowledge on secularist views so that religious tolerance can be developed in the students. This helps to develop qualities

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like respect for other religions, etc. and also bring religious harmony in the country.

- Foundation for integration of nation should be provided in classrooms where students from various backgrounds meet. In a miniature society like classrooms, the skills to live in a multicultural society should be imparted.
- Developing community relationship among the individuals of the society. It is understood that no individual can live in isolation instead a balance among individual members has to be maintained for proper harmony in the society.
- Individuals in the society live in harmony with the biological environment. So proper guidance on preservation of natural resources and environmental resources should be provided to the members of the society.

Obligation towards profession

Teaching profession is considered to be one of the noblest professions in the world. A teacher is expected to behave, act and be honest at all levels of his/her professional life. Such teachers enjoy high status and recognition in the society. Teachers should be true to their profession all their life. Considering all these, a teacher's obligation to their profession should be the following.

- Teachers should be simple in life and should possess a polite character. They should have a noble behaviour in and outside the school. Their appearance and way of life should reflect simplicity and wisdom.
- Should be optimistic about teaching profession and should respect their profession. When teachers respect their own profession, the whole society respects the profession.
- It is obligatory on the part of the teachers to be willing to accept and attend opportunities for professional growth. This enhances the professional knowledge.
- The experience in the field should motivate them to work for the growth of the profession. Teachers should be able to contribute with their suggestions to the concerned authorities for the betterment of the profession.
- Working environment enhances the productivity of the teachers. So it is the duty of all teachers to maintain congenial atmosphere at their workplace.
- Act as an inspiring personality to attract others to take up the profession of teaching. Those people aspiring for teacher education must be properly guided and motivated.
- Try to be active at all levels of teaching profession. This should be done inside classrooms, in professional meetings, etc. so as to develop their skills.
- Keep secrecy in work related to confidential activities such as preparation of question papers, evaluation of answer sheets, etc. This increases the credibility of the profession.

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Obligation toward higher authorities

A higher authority is the section or a group of people who have been entrusted with the task of formulating and managing the rules, regulations and policies for the development of the institution. For successful functioning of the organization teachers should coordinate and balance the activities with the higher authorities. Obligation of teachers towards higher authorities includes the following activities.

- Teachers should abide by the rules and regulations of the institutions framed by higher authorities concerned. It brings uniformity in staff and related work of the organization.
- The policies framed by the higher authorities for the betterment of student community must be properly understood and communicated to the students. Hence teachers act as a link between student and higher authorities.
- Teachers should be able to provide strategic measures to higher authorities from time to time.
- Proper steps may be taken to adapt and implement innovative policies taken by the higher authorities.
- Teacher professionals should be respectful to the higher authorities.

Apart from the obligations discussed there are innumerable other obligations for teachers. A professional teacher should fulfill all these obligations and in no way let their prejudice or emotions come in the way of being a true professional. So we can say that a teacher has greater responsibilities and duties towards the society.

Check Your Progress

5. Mention the obligations of teachers and educators.
6. Write a brief note on teaching profession.

11.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Professionalism means the ability to perform a task effectively. It includes the competence to perform, confidence in the skills, focused approach to perform have pride and satisfaction in the work, motivation to achieve the desired goals, accountability in work, responsibility towards the profession, respect for the work and circumstances concerned, control of emotions and commitment to the work. Teacher professionalism may be explained as the responsibility to the teaching profession in executing well-organized teaching-learning process, emotional control over students, subordinate and other staff of the organization, enjoyment on execution of teaching process,

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confidence to tackle complicated situation inside classrooms and motivating students to excel in learning, etc. are some of them.

2. Most of the teachers' organisations in India are regional or institutional in nature. In higher education these organisations mainly function at affiliated college and/or university levels. The examples of this kind are Delhi University Teachers' Association (DUTA), Baroda University Teachers Association, etc. The only two teachers' organisations having a national character at present, are the All India Federation of University and College Teachers' Organisation (AIFUCTO) and the Federation of Central Universities Teachers' Associations (FEDCUTA).
3. The overall need and purpose of teacher evaluation is to determine the worth, or merit of teaching. More needs of teacher evaluation have been specified in Kenneth D. Peterson's book *Teacher Evaluation* (1995).
4. Some foreign scholars suggest the six broad areas in which teachers should be evaluated.
    - Business like work ethics
    - Friendly attitude and behaviour
    - Verbal interaction
    - Stimulation
    - Individual Orientation
    - Multimedia Integration
5. Generally, teachers and educators have following obligations:
    - Obligation toward students
    - Obligation toward parents
    - Obligation towards society
    - Obligation towards profession
    - Obligation toward higher authorities
6. Teaching profession is considered to be one of the noblest professions in the world. A teacher is expected to behave, act and be honest at all levels of his/her professional life. Such teachers enjoy high status and recognition in the society. Teachers should be true to their profession all their life.

11.7 SUMMARY

- The term 'profession' refers to some specialised training or study in lieu of fee or remuneration that would help a person to give better services which may be direct like doctors or indirect like teacher educators. A profession can be practiced independently or within an institution or both.

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- In society we can see different kinds of professionals, like lawyers, engineers, advocates, actuaries, dentists, professors, pharmacists, medical technologists, nurses, military officers and non-commissioned officers like qualified teachers, architects, accountants, midwives, and physicians.
- Teacher education is needed to provide quality education to the student community. Quality of teacher is dependent on the various teacher education programmes with respect to method of teaching, pedagogical application and application of the latest trends in practice of teaching-learning process.
- Professional development of teachers is very important and hence efforts have been taken to provide in-service training to teachers at various levels.
- The concept of profession leads us to the concept of professionalism. The competencies of professionalism as desired by the teacher profession must be inculcated in teachers to succeed in the profession.
- In Bureaucratic model stress is on the bureaucratic style of education were teachers play a vital role to provide knowledge in subject areas to the students without minding the professional skills of a teacher but in professional model teacher should have the skills and competencies as required by the profession.
- Professionalism means the ability to perform a task effectively. It includes the competence to perform, confidence in the skills, focused approach to perform, have pride and satisfaction in the work, motivation to achieve the desired goals, accountability in work, responsibility towards the profession, respect for the work and circumstances concerned, control of emotions and commitment to the work.
- Some of the common traits of teacher professionalism include reliability, competence, honesty, integrity, self-upgrading, respect, being positive, supportive, involvement in task completion, and good listening ability.
- The three essential characteristics of teacher professionalism are competence, performance, and conduct.
- Every profession is well performed by certain behavioural pattern and style, which we call code of conduct. Code of conduct explains various behavioural patterns to be followed by professionals. It guides the work of professionals so that clients can take maximum benefit. The controlling authority or professional organizations initiate and frame the code of conduct for any particular profession.
- Most of the teachers' organisations in India are regional or institutional in nature. In higher education these organisations mainly function at affiliated college and/or university levels. The examples of this kind are Delhi University Teachers' Association (DUTA), Baroda University Teachers Association, etc. The only two teachers' organisations having a national character at present, are the All India Federation of University and College Teachers'

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Organisation (AIFUCTO) and the Federation of Central Universities Teachers' Associations (FEDCUTA).

- The overall need and purpose of teacher evaluation is to determine the worth, or merit of teaching. Kenneth D. Peterson has identified the following needs of teacher evaluation in his book *Teacher Evaluation (1995)*.
- Apart from teaching, a variety of roles are played by teachers to help the students achieve the goal of education. These roles include counselling, creating awareness regarding the importance of education, dealing with children with special needs and so on. Teachers are supposed to act beyond the rigid boundary of imparting instructions.
- School is a miniature form of society with parents, teachers and students as major components. The cooperative and interdependent activities of these components bring positive output to the society.
- Teaching profession is considered to be one of the noblest professions in the world. A teacher is expected to behave, act and be honest at all levels of his/her professional life.
- A higher authority is the section or a group of people who have been entrusted with the task of formulating and managing the rules, regulations and policies for the development of the institution.

11.8 KEY WORDS

- **Curriculum:** It refers to the courses offered by educational institutions.
- **In-service:** It refers to the education which commences after initial professional education is over and leads to the improvement of professional competence of educators throughout their career.
- **Peer rating:** Peer rating is a process in which teachers use their own direct knowledge and experience to assess and judge the merit and value of another teacher's work.

11.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the traits of professional ethics in teachers?
2. What are the six broad areas of teacher evaluation?
3. Prepare a short note on obligations of teachers towards their students.
4. Briefly mention the obligation of a teacher towards higher authorities.

Long-Answer Questions

1. Discuss the need for professional ethics in teaching profession.
2. Describe the aims and purpose of teacher evaluation.
3. Explain the functioning of six performance areas of teachers.

NOTES

11.10 FURTHER READINGS

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BLOCK - IV
TEACHER EFFECTIVENESS, ORGANIZATIONAL BEHAVIOUR AND RECENT RESEARCH IN TEACHER EDUCATION

UNIT 12 TEACHER EFFECTIVENESS

Structure

12.0 INTRODUCTION

Teacher effectiveness is a value-laden concept that is used to signify the collection of characteristics, capabilities, and behaviours of teachers that enable students to reach at desired results. Teacher effectiveness provides some insight into the qualities that connect teacher effectiveness and student achievement. Education of teachers needs to strengthen and stress upon the main attributes of their profession, such as, code of conduct, generation of knowledge through research and specialization and training from time to time. In this unit, you will study in detail about the concept and evaluation of teacher effectiveness. The unit goes on discussing the tools for evaluating teacher effectiveness. In addition to this, you will also study about the guidelines and steps of teacher evaluation and qualities of a good teacher.

12.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the concept and evaluation of teacher effectiveness
- Discuss the tools for evaluation of teacher effectiveness
- Analyse various methods used for teacher evaluation

- Enumerate steps used for conducting and strengthening justification of teacher evaluation
- Understand various qualities of a good teacher

12.2 CONCEPT AND EVALUATION OF TEACHER EFFECTIVENESS

Whereas teacher effectiveness deals with characteristics of teachers, teaching effectiveness concerns the teaching process. It is beyond the scope of this chapter to review the literature on teaching effectiveness in any depth. However, it is useful to introduce some basic distinctions and overall research evidence because awareness of what helps make effective teaching can provide potential orientations for teacher training and professional development. Teachers' knowledge and skills in areas highlighted in the effective teaching research could be important components of trainable or learnable teaching repertoires.

Teaching is a complex endeavour, involving classroom management, lesson preparation and organisation of teaching and learning activities, creating and maintaining a certain climate, and evaluation and feedback. Broadly speaking there is consensus on what constitutes good teaching. According to Brophy (2001), there are twelve principles of effective teaching:

1. **Supportive classroom climate:** students learn best within cohesive and caring learning communities. The role of the teacher as model and socialiser is emphasised.
2. **Opportunity to learn:** students learn more when most of the available time is allocated to curriculum-related activities and the classroom management system emphasises maintaining students' engagement in those activities.
3. **Curricular alignment:** All components of the curriculum are aligned to create a cohesive programme for accomplishing instructional purposes and goals.
4. **Establishing learning orientations:** teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and cue desired learning strategies (e.g. providing advance organisers and cuing the kind of responses that are expected).
5. **Coherent content:** to facilitate meaningful learning and retention, content is explained clearly and developed with an emphasis on its structure and connections. When making presentations, providing explanations, or giving demonstrations, effective teachers project enthusiasm for the content and organise and sequence it so as to maximise its clarity and "learner friendliness".

6. **Thoughtful discourse:** questions are planned to engage students in sustained discourse structured around powerful ideas.
7. **Practice and application activities:** students need sufficient opportunities to practice and apply what they are learning and to receive improvement-oriented feedback.
8. **Scaffolding students' task engagement:** the teacher provides whatever assistance students need to enable them to engage in learning activities productively. Structuring and support can be lessened as the students' expertise develops.
9. **Strategy teaching:** the teacher models and instructs students in learning and self-regulation strategies. Meta-cognitive awareness and self-regulation are sought in contexts like problem solving and general learning and study skills. An example is a teacher who thinks out loud while modelling use of the strategy. Students are stimulated to monitor and reflect on their learning.
10. **Co-operative learning:** students often benefit from working in pairs or small groups to build understanding or help one another master skills.
11. **Goal-oriented assessment:** The teacher uses a variety of formal and informal assessment methods to monitor progress towards learning goals. Comprehensive assessment also examines students' reasoning and problem-solving processes.
12. **Achievement expectations:** the teacher establishes and follows through on appropriate expectations for learning outcomes.

12.3 TOOLS FOR EVALUATING THE TEACHER EFFECTIVENESS AND EVALUATION RELATED PROBLEMS IN THE CONTEXT OF EACH

Following methods are used for teacher evaluation:

- Pupil rating
- Peer rating
- Supervisor rating
- Community rating
- Self-assessment rating

1. Pupil Rating of Teachers

This rating is done by the students for their teachers. Pupil rating of teachers have both merits and demerits.

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Merits of Pupil Rating of Teachers

- Students are in a better position to rate their teachers since they are the actual consumers.
- Pupil reports are reliable.
- Pupil reports are cost-efficient.
- Pupil reports provide reliable keys for understanding the pupils' point of view of teacher quality.

Demerits of Pupil Rating of Teachers

- Students at the school stage are not mature adults
- Students are not subject experts
- Students are limited in their ability to take an overall perspective of classroom teaching
- Students may have difficulty in understanding some concepts of teacher performance and understanding survey norms
- Teacher styles vary and equally effective teachers may differ in popularity with students
- As with any reporters of human behaviour students may have prejudices for trivial and self-interest reasons
- Necessary relationships between pupils and teachers may cause problems in rating
- Teacher's may pander to students to get high ratings Teacher's may oppose using pupil views in systematic evaluation on defensible philosophical grounds
- Female teachers may get higher ratings than male teachers from the pupils

In general, it is observed that pupil ratings are not trusted by teachers

2. Peer Rating

Peer rating is a process in which teachers use their own direct knowledge and experience to assess and judge the merit and value of another teacher's work.

Teachers who review peers may or may not belong to the same school. Of course, they should be equivalent in assignment, training, experience, perspective and information about the setting for the practice under review or rating. Teacher colleagues are in position to address both the quality of teaching and the real limitations as they know the subject matter, curriculum, instruction and material. At the same time they are aware of the actual demands, limitations and opportunities that classroom practitioners face. It is generally accepted that peer evaluation is a 'sine qua non' of professionalism, yet it is a under researched and underdeveloped source for teacher evaluation or rating.

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Advantages of Peer Rating

- Teachers in the same subject area can provide highly useful specific feedback. At the secondary and senior school level, for example a mathematics teacher is able to recognize different strategies for balancing student learning of facts, concepts and mathematical processes. He is in a position to judge the resourcefulness displayed in explaining mathematical calculations etc.
- Peers can give good estimate of teacher's subject matter expertise.
- Because of closeness of peers to the teaching situation, their review provides a suitable way to include student achievement data in teacher evaluation.
- Peer review provides a sociologically powerful role for teachers. It can encourage professional behaviour and help lessen teacher isolation.
- Peer review can be healthy for the professional growth of teachers.
- Professional and political standing of teachers in the society is enhanced with the self-regulation of peer review.

Disadvantages and Limitations of Peer Review

- It needs a broader outlook on the part of the teachers since they are being rated by their peers.
- Peer rating may not be healthy as even constructive suggestions by the peers may be taken otherwise.
- Peer teacher may be influenced by the subjetivity alement—likes and dislikes of peers.
- There is a paucity of suitable literature and research in this field.
- Peer rating involves a lot of expertise

3. Community Rating of Teachers Performance

Although it appears that home and school cooperation is likely to be an important determinant in school's and teacher's performance and students' achievement, this aspect has received little research and attention.

Parents constitute an important element of the community and its schools. The involvement of parents in school life is a complex matter. The potential value of the parent school relationship is problematic because of the various forms which it may take. Parents may be a constructive element by supporting teachers, by evincing an understanding attitude toward their difficulties, by raising money, and by contributing to school affairs financially and otherwise. They can also be a destructive element through lack of interest in their children s achievements, through indifference to what happens in the school, and through interference in school matters to such a degree that it obstructs school activities, by imposing unreasonable demands on the teachers.

Community rating can be obtained through questionnaires designed for this purpose and through formal and informal contacts by the school management the head as well as teachers themselves.

Parents Survey of Teacher's Performance: Proforma

Please check the following items that describe your experience with the teacher. No individual parents will be identified with these survey forms.

Have you asked the teacher for:	Yes	No
1. An overview of class content and goals?	……..	………
2. Description of student's progress?	……..	………
3. Ideas from home support of learning	……..	………
Has the teacher provided you with:		
4. An overview of class content and goals?	……..	………
A description of your child's progress?	……..	………
5. Ideas for home support of learning?	……..	………

For each of the following, circle the number that best describes your opinion:

		Yes			No	Don't Know
7. Did your child seem to know what was expected of him or her in this class?	5	4	3	2	10	
8. Did the classroom work seen to be the right challenge, not too hard or too easy?	5	4	3	2	10	
9. Were you satisfied with your daughter's or son's overall classroom exper-ience as provided by this teacher ?	5	4	3	2	10	

4. Rating of Teacher by Supervisors/Inspectors of Schools/Education Officers

The instructional work done by the teachers may be evaluated by a panel of experts with the Education Officer as the Chairman.

Checking List for Supervision of Instruction

Teacher	....	Date	....
Subject	....	Class	....

I. Classroom Teaching

Note. Check in one of these four Columns A, B, C and D.

NOTES

1. Class-room Management	**A**	**B**	**C**	**D**
1. Was sufficient attention given to lighting and ventilation?	....			
2. Was the equipment of the rooms (for example, desks, black-boards etc.) in order?	....			
3. Were there sufficient audio-visual aids? (for example, maps and charts).	....			
4. Were supplementary materials effectively arranged?	....			
5. Was the teacher's voice pleasing and his enunciation clear?	....			
6. Was the teacher's dress suitable?	....			
7. Were the teacher's manners suitable?	....			
8. Did the teacher show evidence of possession of the following qualities?				
(a) Self-control	....			
(b) Tact	....			
(c) Resourcefulness	....			
(d) Sympathy	....			
(e) Fair-mindedness	....			
(f) Enthusiasm	....			
(g) Decisiveness	....			
9. Did the lesson begin and end in time?	....			
10. Did the teacher handle laboratory material efficiently?	....			
11. Were the students with defective sight or hearing seated on front desks?	....			

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12. Did students enter, leave and move about the room in an appropriate manner? ....
13. Were the postures of the students good ? ....
14. Were pupil's responses well directed and expressed? ....
15. Was the attention of the entire class keen and continuous? ....
16. Was the group characterized by an attitude of courtesy and co-operation towards all its members? ....

2. Arrangement of the Subject-Matter

1. Was the time effectively divided between : (1) testing and drilling upon previous assignment, and (2) new material ?
2. Did the assignment involve activity of the group?

3. Teaching Devices

1. Were all pupils kept busy throughout the entire period?
2. Was there proper balance between teacher activity and pupil activity? ....
3. Was emphasis placed upon the formation of good habits rather than the acquisition of facts? ....
4. Was sufficient drill given to secure mastery of necessary skills and facts? ....
5. Did all the students participate in drill? ....
6. Were the questions suitable? ....
7. Were the questions well distributed among the members of the group? ....

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8. Did the pupils ask questions spontaneously? ....
9. Was there any evidence to show that the pupils had been taught how to attack and solve a problem? ....

4. Aims of the Lesson

1. Did the teacher have a clear and worthy aim of the lesson? ....
2. Was the aim attained? ....

II. Homework and Assignments

1. Are the assignments given by the teacher and if so, are they judicious'and scientifically given? ....
2. Does the teacher give the class-work to students regularly? ....
3. If so, is it regularly corrected and corrections followed up? ....
4. How much homework is given by the teacher? ....
5. Is it regularly corrected or followed up? ....
6. How far is the assignment for class work and home work, assessed and evaluated? ....
7. Has any record of such assessment been kept by the teacher and if so, how? ....

III. Examinations and Evaluation

1. (a) Are periodical tests held? If so, at what intervals? ....
   (b) What types of papers are given to the students? ....
   (c) How are they evaluated? ....
2. How are the tests and examinations in the schools organised? ....

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3. How far are modern techniques in setting and evaluation of papers used? ....
4. How is the record of tests and examinations kept in the school? Is it properly maintained? ....
5. (a) Are progress reports of students . regularly sent to the parents? ....
   (b) Are they signed by the class teacher and the Head of the Institution? ....
   (c) Are they kept in proper and safe custody? ....

IV. Remedial Teaching

1. (a) What remedial steps have been taken by the teacher to remove the weakness of students in different areas? ....
   (b) Does he keep any record of such students and of the progress achieved by them? ....
2. (a) What efforts has the teacher made in helping the gifted children? ....
   (b) Is there any record of their progress and achievement kept? ....

V. Project Work

1. (a) What projects, if any, has the teacher taken up in the school? ....
   (b) How far are the students and teacher involved in the project? ....
   (c) How far have the objects of the project been achieved? ....
2. (a) Have any innovations and new experiments been made by the teacher? ....

(b) If so, with what results? ....

3. How does the teacher encourage love for the subject and love for reading amongst the students? ....

4. (a) What efforts has the teacher made in improving the hand-writing of his students? ....

(b) How far has he succeeded in it? ....

VI. Maintenance of Teacher's Diary

1. (a) Does the teacher write his diary properly and regularly? ....

(b) How far does it help him and the authorities in assessment in his work? ....

VII. Class-Library

1. (a) Did the teacher keep a class-library? ....

(b) If so, how it is organised and with what results? ....

VIII. Participation in Seminars

1. (a) Does the teacher participate in seminars, refresher courses, summer institutes or in-service training programmes. ....

(b) If so, give details. ....

IX. Publications

1. (a) Does the teacher take interest in publishing articles or books? ....

(b) If so, give details.

X. Relations with Colleagues

Does the teacher maintain good relations with his colleagues and other members of the school staff? ....

XI. Relations with Parents

Does the teacher show courtesy to the parents when they visit the school? ....

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XII. Appreciation or Reprimands

1. (a) Is the work of the teacher being appreciated? ....
   (b) If so, proof thereof. . ...
2. (a) Has the teacher been Reprimanded by the principal? ....
   (b) If so, give details. ....

5. Self-Assessment and Accountability

According to Eraut (1993) accountability to oneself is an inherent part of professionalism because it implies, "a moral commitment to serve the interests of pupils by reflecting on their well-being an obligation to review periodically the nature of effectiveness of one's own practice in order to improve its quality an obligation to continue to develop one's own practical knowledge both by personal reflection and through interaction with others."

Kilbourn (1991) argues, "An essential aspect of professionalism lies at the heart of accountability, combining a commitment to serve the clients' interests and to self-review. But there is more to it than that. The implicit social contract that underpins teachers' claim to professionalism status does not accord them the right to be sole arbiters of pupils' needs. Parents, society, and most of the pupils themselves may have views of needs that should not be ignored."

Guidelines and Steps for Conducting and Strengthening Justification of Teacher Evaluation

1. Steps before evaluation begins

- Establish evaluation criteria
- Analyse evaluation criteria to eliminate discrimination in terms of race, sex, national origin, religion and physical handicap
- Gather precedents (descriptions and findings from prior use) for each evaluation procedure
- Prepare clear definitions, descriptions, and examples of criteria, procedures and precedents. Give these to data gatherers and teachers
- Prepare criteria and examples of evaluation that will result in negative results
- Communicate evaluation criteria, procedures, and precedents clearly and explicitly to all teachers and administrators
- Train evaluation personnel. Provide readings, examples, case studies, discussiosn, and information and performance tests

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2. **Steps during evaluation**

- Follow and complete procedures exactly as stated
- Monitor potential bias and conflict of interest of personnel involved in evaluation
- Monitor evaluation personnel to ensure that they are equitable in their work and do not apply procedures to-some teachers but not to others
- Gather evidences as described in procedures
- Follow rules and ground rules for data gathering
- Keep data garnering confidential
- Base decisions on documented facts
- Follow rules and ground rules of decision making
- Complete required written records, including decisions

3. **Steps after evaluations are completed**

- For teachers with remedial defects, give written specifications and opportunities to correct deficiencies
- Use due process for teachers facing dismissal: written charges, use of counsel, opportunities for rebuttal, hearings
- Make all participants aware that specific evaluation procedures and decisions are precedents for the future
- Keep evaluation records confidential

Exhibit 12.1 UGC Guidelines

The UGC has come up with guidelines to evaluate teachers' performances. Their promotion will be based on evaluations made in accordance with that. Included in the long list of criteria is "familiarity with up-to-date teaching material".

Teachers are expected to imbibe new and innovative teaching methods, including imparting lessons with the help of CDs, the internet and other audio-visual aid. Besides, they will also be required to spend a specified number of hours on tutorials and seminars and will be judged on the time they actually spend on them. Their evaluation will also be based on the extent to which they develop new curricula and teach new courses, produce relevant teaching material, exam methods they develop and the extent to which they participate in external and internal exams of the institutions they teach in. Attendance will be significant too.

Colleges and universities will have to design annual performance appraisal systems for their teachers and will be free to conduct such appraisal in accordance with their own design.

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The UGC has fixed a scale of 150 points to judge teachers' performances on criteria outlined under the head of teaching'. Another 50-point scale has been set out to evaluate their performance under the professional and related activities' head. To score the 50 points, teachers must contribute to professional activity by undertaking institutional governance responsibilities, becoming members of its board of studies, securing nomination on higher education-related committees and also by contributing to profession-related activities of higher educational institutions other than their own. Assessments under this head will be based on evidence submitted by teachers for performance appraisal.

Another criteria outlined by the UGC is teachers' contribution to research and development activities. Under this head, teachers will score 10 points for every work of theirs published in a journal recognized or indexed as an international publication and 5 for those published in a journal not indexed as an international publication. Teachers will also score three points for each publication in a national-level research paper with ISBN or ISSN numbers.

They will be awarded two points for presenting a full paper in conferences. They will also score 20 points if international publishers publish books written solely by them and 10 points for books edited by them, 10 points for books published by a national or state publisher, and 5 points for books edited by them. Contributions by teachers to edited volumes published by international publishers will fetch them 5 points while the reward for similar contributions to volumes brought out by Indian publishers will be 3 points.

Teachers will be awarded 10 points for each major project worth more than ‘ 5 lakh and 5 points for minor ones. Consultancy projects will earn them 10 points while reports they prepare for external agencies will fetch 20 points if the project is a major one and 10 points if it is a minor one. Each patent they get attached to their name will be rewarded with 25 points.

When a professor guides a student for an M.Phil degree, he will receive 3 points for each candidate and 10 points for guiding a PhD student.

Faculty members who organize orientation or refresher courses, research and methodology workshops will receive 20 points while those participating in an international conference will be awarded 10 points. Points for participating in an Indian conference will fetch 5 points while 2 points will be awarded for a regional conference. Scores for organizing international, national, regional and invited lectures will be 15,10, 5 and 2 points respectively.

International, national, state and local awards received by teaching faculty members will fetch them 50, 25, 10 and 5 points respectively.

Teachers can score up to 200 points, depending on the extent to which they meet various criteria outlined under the final head of co-curricular work and student mentoring activities.

Source: Times of India, 2012

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12.4 QUALITIES OF A GOOD TEACHER: CONGNITIVE, AFFECTIVE AND PSYCHOMETER

A good teacher can make a world of difference in a student's life, impacting everything from their classroom learning to their long term success. If you're considering a career in education, it's important to explore the qualities of a good teacher.

Research shows that good teachers are the single most important factor that contributes to student achievement in the classroom, more important than facilities, school resources and even school leadership.

Some of the qualities of a good teacher are listed below:

1. Good Teachers Are Strong Communicators
2. Good Teachers Listen Well
3. Good Teachers Focus on Collaboration
4. Good Teachers Are Adaptable
5. Good Teachers Are Engaging
6. Good Teachers Show Empathy
7. Good Teachers Have Patience
8. Good Teachers Share Best Practices
9. Good Teachers Are Lifelong Learners

1. Cognitive

   Cognitive Behavior Modification (CBM) focuses on teaching students how to be in control of their own behavior by changing their thought processes and self-talk. CBM can be very effective when used in classroom, because it helps students become more aware of their behaviour and what they need to do to change it.

2. Affective

   Affective education is concerned with the beliefs, feelings and attitudes of students. Proponents of affective education believe that academic teaching should go hand in hand with personal and social education. For a student to perform well, he has to have a sound mind and sound environment.

   Affective education focuses on developing students' belief systems, emotions, and attitudes. The underlying beliefs of affective education are that in order to learn traditional subjects optimally, students must develop these aspects of their personality.

3. Psychomotor

   "Psychomotor" refers to how the brain's mental processes affect physical movement.

   Psychomotor learning is demonstrated by physical skills such as movement, coordination, manipulation, dexterity, grace, strength, speed—actions which demonstrate the fine or gross motor skills, such as use of precision instruments or tools, and walking.

Check Your Progress

1. What are the methods used for teacher evaluation?
2. How can community rating of teacher performance be evaluated?
3. What was Kilbourn's view on self-assessment and accountability?
4. How can a good teacher change the lives of students?

12.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The methods used for teacher evaluation are:
   (a) Pupil rating
   (b) Peer rating
   (c) Supervisor rating
   (d) Community rating
   (e) Self-assessment rating
2. Community rating can be obtained through questionnaires designed for this purpose and through formal and informal contacts by the school management the head as well as teachers themselves.
3. According to Kilbourn (1991), "An essential aspect of professionalism lies at the heart of accountability, combining a commitment to serve the clients' interests and to self-review. But there is more to it than that. The implicit social contract that underpins teachers' claim to professionalism status does not accord them the right to be sole arbiters of pupils' needs. Parents, society, and most of the pupils themselves may have views of needs that should not be ignored."
4. A good teacher can make a world of difference in a student's life, impacting everything from their classroom learning to their long term success. If you're considering a career in education, it's important to explore the qualities of a good teacher.

12.6 SUMMARY

NOTES

- Teachers' knowledge and skills in areas highlighted in the effective teaching research could be important components of trainable or learnable teaching repertoires.
- Teaching is a complex endeavour, involving classroom management, lesson preparation and organisation of teaching and learning activities, creating and maintaining a certain climate, and evaluation and feedback.
- According to Brophy (2001), there are 12 principles of effective teaching namely supportive classroom climate, opportunity to learn, curricular alignment, establishing learning orientations, coherent content, thoughtful discourse, practice and application activities, strategy teaching, scaffolding students' task engagement, co-operative learning, goal-oriented assessment, and achievement expectations.
- Some methods used for teachers' evaluation are pupil rating, supervisor rating, peer rating, community rating, and self-assessment rating.
- Pupil rating is done by the students for their teachers. Pupil rating of teachers have both merits and demerits.
- Peer rating is a process in which teachers use their own direct knowledge and experience to assess and judge the merit and value of another teacher's work.
- Community rating can be obtained through questionnaires designed for this purpose and through formal and informal contacts by the school management the head as well as teachers themselves.
- According to Eraut (1993) accountability to oneself is an inherent part of professionalism because it implies, "a moral commitment to serve the interests of pupils by reflecting on their well-being an obligation to review periodically the nature of effectiveness of one's own practice in order to improve its quality an obligation to continue to develop one's own practical knowledge both by personal reflection and through interaction with others."
- According to Kilbourn (1991) argues, "An essential aspect of professionalism lies at the heart of accountability, combining a commitment to serve the clients' interests and to self-review. But there is more to it than that. The implicit social contract that underpins teachers' claim to professionalism status does not accord them the right to be sole arbiters of pupils' needs. Parents, society, and most of the pupils themselves may have views of needs that should not be ignored."
- A good teacher can make a world of difference in a student's life, impacting everything from their classroom learning to their long term success. If you're

considering a career in education, it's important to explore the qualities of a good teacher.

- Research shows that good teachers are the single most important factor that contributes to student achievement in the classroom, more important than facilities, school resources and even school leadership.
- Cognitive Behaviour Modification (CBM) focuses on teaching students how to be in control of their own behaviour by changing their thought processes and self-talk. CBM can be very effective when used in classroom, because it helps students become more aware of their behaviour and what they need to do to change it.
- Affective education is concerned with the beliefs, feelings and attitudes of students. Proponents of affective education believe that academic teaching should go hand in hand with personal and social education. For a student to perform well, he has to have a sound mind and sound environment.
- Affective education focuses on developing students' belief systems, emotions, and attitudes. The underlying beliefs of affective education are that in order to learn traditional subjects optimally, students must develop these aspects of their personality.
- 'Psychomotor' refers to how the brain's mental processes affect physical movement. Psychomotor learning is demonstrated by physical skills such as movement, coordination, manipulation, dexterity, grace, strength, speed—actions which demonstrate the fine or gross motor skills, such as use of precision instruments or tools, and walking.

12.7 KEY WORDS

- **Cognitive Behaviour Modification:** It refers to a style of therapy that focuses on changing behaviours through identifying maladaptive behaviours and finding ways to change those behaviours. It is also known as behaviour therapy or cognitive therapy.
- **Affective education:** It focuses on developing students' belief systems, emotions and attitudes. It is a psychological curriculum designed to inform students understanding of their emotional and social behaviour, enabling them to change where appropriate.
- **Psychomotor:** It refers to the origination of movement in conscious mental activity.

12.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. Why is teacher effectiveness important?
2. Name the twelve principles of effective teaching.
3. What do you mean by peer rating?
4. Briefly mention the merits and demerits of pupil rating of teachers.

Long-Answer Questions

1. Discuss the advantages and disadvantages of peer rating.
2. What are the guidelines and steps for conducting and strengthening justification of teacher evaluation? Discuss.
3. Analyse the characteristics and qualities of a good teacher.

12.9 FURTHER READINGS

Priestley, Mark; Gert Biesta; Sarah Robinson. 2015. *Teacher Agency: An Ecological Approach*. New York: Bloomsbury.

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UNIT 13 ORGANIZATIONAL BEHAVIOUR

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Structure

13.0 INTRODUCTION

The study of Organizational Behaviour (OB) is interesting as well as challenging. It relates to individuals and group of individuals working together in teams. The study becomes all the more interesting with the influence of situational factors around the individuals. We all are aware that no two individuals are similar; hence, it depends on the acumen of the manager to analyse the behaviour of the individual and delegate the work to him accordingly. Organizational behaviour endeavours to gather information with reference to a topic in a scientific manner under controlled conditions. In this unit, you will study about the meaning, objectives and key elements of organizational behaviour. In addition to this, you will also learn about the significance of organizational behaviour and examine education as a social system and interpersonal interaction.

13.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the meaning of organizational behaviour
- Describe the objectives and elements of organizational behaviour
- Analyse the significance of organizational behaviour
- Examine education as a social system, interpersonal interaction and communication

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13.2 INTRODUCTION, MEANING AND OBJECTIVES OF ORGANIZATIONAL BEHAVIOUR

Organizational behaviour has been defined as the knowledge of people's behaviour at work. It is a meaningful solution to complex human problems. "Organizational Behaviour is the study and application of knowledge about how people act within an organization. It is a human tool for human benefit. It applies broadly to the behaviour of people in all types of organization." The behaviour of people at work depends on numerous factors such as technology, structure, group, social setup and so on. The organizational structure has a significant place in shaping the behaviour of people. Technology helps in the performance of the job in a successful and systematic manner. Fred Luthans has rightly emphasised on behaviour. "Organizational behaviour is directly concerned with the understanding, prediction and control of human behaviour in organizations." It is the study of the behaviour of people to improve the efficiency of the organization. The understanding and analysis of the behaviour of people helps in motivation for achieving the organizational goal. The study of behaviour is essential because of the different nature of people. Besides individual differences, people are whole persons and total human beings. Behaviour is changed as a result of motivation. Human dignity and ethics are observed in their behaviour. An organization's internal environment, social environment, individual perception and learning, group affiliations and technological development are instrumental in shaping behaviour. Behaviour is required to be modified and developed to achieve the organizational goal.

"Organizational behaviour is concerned with the study of the behaviour, attitudes and performance of workers in an organizational setting, the organization's and informal group's effect on the worker's perceptions, feelings and actions, the environment's effect on the organization and its human resources and goals, and the effect of the workers on the organization and its effectiveness." This definition lays emphasis on individual attributes, the group's effects, organizational structure and environment for shaping the people at work. These factors are interdependent and interrelated. Organizational behaviour is considered to be a branch of science wherein human behaviour is studied, researched, concluded and channelized for organizational effectiveness. Not only individual behaviour but the role of the group and organizational structure are also studied. The interrelated and influencing environment is appraised for deciding the typical behaviour of people at work and their impact on the organization's effectiveness and goal accomplishment. Behavioural science studies the variables associated with the behaviour of people and their performance. Stephen P. Robbins has said, "Organizational behaviour (frequently abbreviated as OB) is a field of study that investigates the impact that individuals, groups and structure have on behaviour within the organizations for the purpose of applying such knowledge toward improving an organization's

effectiveness." Organizational behaviour has become a field of study to understand the behaviour of individuals, groups and structure. The purpose of the study is to modify and mould their behaviour for increasing the effectiveness and efficiency of the organization. It is a systematic study of behaviour to improve the performance of the people and the organization. Many important activities of the people's development are included under organizational behaviour. Motivation, learning, personality development, conflict resolution, stress management and interpersonal communication are thoroughly discussed under this discipline. Behaviour depends on how people listen, observe, sense, ask and interact. Behaviour is a dynamic process depending on the experiences of individuals and the experiences of others related with the individuals.

Human behaviour is developed not in a vacuum but is shaped every time by the behaviour of others and environmental factors. The behaviour of a worker depends on the behaviour of his boss. If the supervisor is friendlier, trusting, informal, approachable and competent, the productivity of workers will increase and they will undertake more challenging jobs. The systematic evaluation of the factors influencing the behaviour of employees provides the basis for the effective performance of their jobs. Behaviour is caused and directed towards some specific goals. Behaviour is predictable by understanding people and situations. Different behaviour is perceived in different situations. This is the reason that different behaviour is exercised by different people. Beneath these differences, there are some common behaviour traits which may ordinarily be exercised by people. Therefore, it is possible to predict behaviour. The systematic study of behaviour may help to predict behaviour accurately. The cause and effect analysis, quantification of two variables of behaviour and experimental research provides important information about behaviour and its influencing factors. The common-sense observation of behaviour may or may not be correct as revealed by rigorous analysis and scientific research.

Organizational behaviour is generally confused with organizational theory, organizational psychology and human resources management. Organizational theory is the study of structure, the system, sequences and the process of organization. Organization behaviour, while studying all these subjects, delves into the behaviour of individuals and groups. Organizational theory is based on macro study, whereas organizational behaviour is a micro study of people's behaviour. Organizational psychology restricts its activities to psychological factors. Organizational behaviour considers and combines all the branches of study, e.g. science, technology, psychology, terminology, anthropology and other behavioural subjects. Organizational behaviour has become the basis of human resources management and development. The former is concept-oriented, whereas the latter is concerned with the technology of human development. The variables influencing human development are scientifically studied under organizational behaviour. Human resources development is successful with the use of the knowledge of organizational behaviour. There is a need for study of performance-oriented dependent variables,

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the search for cause and effect for human resources development which is possible through the use of concepts of organizational behaviour which helps personal growth, self-actualisation, modification and organizational development. Human relations, human activities and human resources management are activated, directed and channelized by the application of the knowledge of organizational behaviour which has become a field of study, research and application for the development of human resources and the organization as a whole.

Objectives of Organizational Behaviour

Organizational behaviour has four important roles or objectives in any organization—the human resources approach, the contingency approach, the system approach and the productivity approach.

Human Resources Approach

Organizational behaviour is mainly interested in the development of its human resources. The employees' growth and development in an organization are basic requirements for its continuous growth and survival. The success of any organization depends on the competency and creativity of its employees because they are the central points of every function of management. Traditionally, managers were important for deciding on task performances and carrying them out successfully under their directions. Employees cannot be treated merely as order followers; they are supportive and should be made more responsible. An organization has to develop a suitable climate wherein employees can improve their behaviour with job satisfaction for achieving organizational goals with efficiency and economy. Developed employees improve their performance effectiveness. Satisfied employees utilise their fullest capacities for task performance. Developed employees contribute to the development of the organization with much zeal and spirit and without creating conflicts and facing stress. If monetary incentives are given, it encourages working only as long as monetary benefits are given. However, if employees are developed, their capacities become increased for better work performances throughout life. The role of the manager has changed from that of a controlled approach to a supportive approach to employees.

Contingency Approach

Behavioural science is being used for solving problems which may arise at any time. Behavioural knowledge is being applied to solve these problems. One or few accepted principles cannot solve all the problems. Employees are therefore trained to face any sort of problems. They should have the capacity to meet the challenges of the environment. Employee-oriented leadership is better suited for solving problems than task-oriented leadership. When situations are much more complex, employees are to be developed to handle situations with the use of their capacities and capabilities rather than with the use of abstract principles. Different situations require different functions and behavioural approaches. It is known as the contingency approach because it believes that there is no such thing as the best

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way to handle the problem. Solutions as per situations are more effective and useful. This approach encourages analysis of each situation before and after incurring the problem. The contingency approach is an interdisciplinary and system-oriented approach of management. There is no perfect style of management. On some occasions, the participative approach may be useful, while in some situations, autocratic decisions will be more useful. The effectiveness of task performance is contingent upon the situation, and organizational behaviour deals with these contingents to arrive at an appropriate decision in a particular situation.

System Approach

The system approach includes several subsystems which exist in an organization, and therefore affect each other. Managers have to look beyond immediate situations to foresee future situations. There is a need for a systematic and fruitful framework involving general relationships. The purpose is to improve organizational behaviour for effective management. A system is developed where people work in a congenial atmosphere. The theories of organizational behaviour are applied to the system for achieving organizational goals. Better organizational behaviour provides greater success of the system approach. Developed employees perform all the subsystems in an effective manner. The organization and society are benefitted by organizational behaviour. Better people have better organizational relationships wherein the objectives of individuals, organization and society are served. The General System Theory (GST) has been developed for the success of the system approach.

Productivity Approach

The ultimate objective of organizational behaviour is to increase productivity. With the given inputs, if production is improved, it is a symbol of productivity improvement. In other words, productivity is the production volume per unit of input. It is measured in terms of economic inputs and outputs. Better organizational behaviour increases the output in relation to inputs. The human behaviour is developed for performing jobs in an effective manner. If people's knowledge and skills are developed, their abilities to perform tasks also increase. If proper motivation is provided, people work to the best of their abilities. Motivation depends on the situations and attitude of the employees. Ability and motivation determine the people's potential performance. If the human performance is supported with adequate resources, organizational productivity is increased. Organizational behaviour influences people's knowledge, skill, attitude, ability and performance potential.

13.2.1 Key Elements of Organizational Behaviour

The definition given in the above section has three facets—the individual behaviour, the organization and the interface between the two. Each individual brings to an organization a unique set of beliefs, values, attitudes and other personal characteristics and these characteristics of all individuals must interact with each other in order to create an organizational setting. The organizational behaviour is

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specifically concerned with work-related behaviour that takes place in organizations. Organizational behaviour is a synthesis of many other fields of study and is built upon contributions from a number of behavioural disciplines. The predominant area of psychology is concerned with the study of individual behaviour. Other behavioural disciplines affect the group dynamics and the organizational system.

Psychology: Psychology is a science that seeks to study, understand, measure, explain and possibly change the behaviour of humans. Relative to organizational environment, it assists in understanding motivation at work, individual and interpersonal perceptions, functioning of personality, effects of training, leadership effectiveness, job satisfaction and attitude measurement. It also studies such behaviour patterns as fatigue, boredom and monotony that impede efficient work performance. It also studies methodologies for behaviour modification, so as to facilitate repetition of desirable behaviours.

Sociology: Sociology, as a science, has a major impact on the field of organizational behaviour. It involves the study of social systems in which individuals exercise their social roles in relation to their fellow human beings, be it within the family or within the organization. Some of the organizational processes considered are group dynamics, organizational structure, bureaucracy, power and conflict.

Social psychology: While psychology deals with individual behaviour, and sociology deals with group behaviour, the social psychology examines interpersonal behaviour. The social psychologists are concerned with inter-group collaboration, group decision making and integration of individual needs with group activities. Another area under investigation by social scientists is the effect of change on individuals and how people adjust to change both in individual and group context.

Industrial psychology: Industrial psychology helps to understand the individual reactions to industrial environment. It involves selection and placement of individuals into particular jobs through psychological tests, study of mental health as affected by physical industrial environment, impact of organizational structure on human performance and the types of jobs affecting safety and morale of workers.

Anthropology: Anthropology primarily studies the cultural impact on individual behaviour. It is our cultural heritage that builds our value system and our sense of right and wrong that in turn affects our norms of acceptable behaviour. The differences in behaviour under the same set of circumstances can be traced to cultural upbringing and the values learned in the cultural environment. Thus, the behaviour to some degree, can be predicted on the basis of cultural generalities.

Political science: Political Science, even though considered as the study of political systems, has many ingredients that directly affect human behaviour in organizations since politics dominates every organization to some degree. Many themes of interest directly related to organizational behaviours are political manipulation, allocation of power, conflict and conflict resolution, coalition for power and self-interest enhancement.

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Economics: Economics aids in the understanding of economic conditions at a given time, economic policies of the government, allocation of scarce resources to different competing alternatives, and all these factors affect the organizational climate. Organizational behaviour has learned a great deal from such economic factors as labour market dynamics, cost-benefit analysis, marginal utility analysis, human resource planning and forecasting and decision making.

Engineering: Engineering, especially the industrial engineering branch, has contributed significantly in the areas of time and motion study, work measurement, work flow analysis, job design and wage and salary administration. Each of these areas has some impact on organizational behaviour.

Medicine: It is perhaps the newest field affecting organizational behaviour. The primary area of interest is work related stress, tension and depression. The study of causes and consequences of stress and use of medicinal drugs to reduce stress is fast becoming an area of study within the organizational setting.

Semantics: Semantics, one of the more recent disciplines, helps in the study of communications within the organization. Misunderstood and misdirected communication or simply lack of communication creates many behavioural problems. Accordingly, total, right and properly understood communication is very important in effective and efficient performance as per directives.

Importance of Organizational Behaviour

A study of Organizational Behaviour (OB) is beneficial in several ways. In the first place, OB provides a road map to our lives in organizations. Every one of us has an inherent need to know about the world in which we live. This is particularly true in organizations, as they have a profound effect on our actions and behaviours.

Second, the field of OB uses scientific research to help us understand and predict organizational life. This is not to say that this knowledge is absolute. The decisions and actions that people in organizations make are determined by a complex combination of factors. Besides, the field of OB is not a pure science.

Third, OB helps us influence organizational events. Though it is good to understand and predict organizational events, most of us want to influence the environment in which we live.

Fourth, OB helps an individual understand himself/herself and others better. This helps improve interpersonal relations considerably. Of particular significance are topics like attitude, perception, leadership, communication, and conflict, an understanding of which will change the very style of talking and functioning of an individual.

Fifth, the field of OB is useful for maintaining cordial industrial relations. If an employee is slow in his or her work, or if his or her productivity is steadily declining, it is not always because of denial of promotion or a poor work environment. The relations between management and employees are often strained for reasons which are personnel issues, not technical.

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Finally, in the last couple of years, the Indian economy has been witnessing an upward trend; every sector in the economy doing pretty well, registering an overall growth rate of seven per cent per annum. In order to sustain this trend, effective management of all sectors of the economy, particularly the industrial sector, is of paramount importance. This is where OB comes into the picture. It is a discipline which enables a manager to motivate his or her subordinates towards higher productivity and better results.

13.3 SCHOOL AS A SOCIAL SYSTEM: INTERPERSONAL INTERACTION AND COMMUNICATION

In terms of sociology, social system is a patterned network of relationships constituting a comprehensible whole that exist between individuals, groups, and institutions. However, in relation to education, 'social system' is the internal association and process of education considered as a rational unit which is different from other aspects of society. Learning or education cannot be detached from its social setting as students or learners are the ones who put up with the orientations and symbols of their respective society. Every children bring a certain culture and beliefs with himself/ herself. They were taught certain patterns of speech, different behaviour and they do have certain orientations to life which they bring from their family and neighbourhood. Social background plays a significant role in the scrutiny of one's relationship between education and socialization as it prepares a child to enter into new relationships and to have responses to the school. Not just social background, a healthy relationship between peer group is equally important. Education helps in the attainment of resolute living for every individual in society. Education helps the members of the society to adapt to the constantly changing aspects of society. It is the process which helps the society members to adapt to the changing aspects of society. The recent development in sociological division has accelerated new grounds in the traditional understanding of education in society.

Some of the Premises of Sociology are discussed as under:

One of the premises of sociology states that an individual is born into some specific situations resulting from the operation of forces, modern and historical. These forces can be social, philosophical, economic and political. In the process of socialization, another premises is that the individual gets acquainted with the structure and goals of the society. Education is deemed as a self-contained social system with a distinctive organization and unique patterns. It is an important subsystem of social system. It has a well-defined structure and sets of roles and it also affect other social systems. According to Clark, "Education system has a definite bearing on the society which possesses it. The economy, political organization, social stratification, culture, kinship and social integration of any society are closely linked

with education." In this way, education is key to socialization of individuals and also it is an agent for transference and progression of knowledge. It would not be wrong to call education as a social sub-system and it is also plays an important role in bringing out positive changes in other social system.

A human society is formed with the associations of human relations, interactions and interdependences. The interactions of humans takes place under such circumstances that such a course of interaction may be called as a system. A system is the logical arrangements of sections or parts and social system refers to the methodical collection of parts of society primarily human interactions. In our society, every individual influences other. This interrelationship and interaction assumes an exact model which is known as social system. Though, this concept is not just restricted to interpersonal interactions only, rather it also refers to the scrutiny of groups, institutes, societies and inter-societal bodies. David Papenoe, a sociology professor at Rutgers University, says, "Social system refers to any kind of social grouping, from a group of two friends to a large complex society." The theory of social system has been used clearly and deliberately in modern 'Functionalism' but it was misunderstood as the 19th century thought. 'A social theory which delights social relations, groups or societies as a set of interrelated parts which focuses to uphold some frontier or harmony of the parts is based unequivocally or absolutely on the theory of social system.'

Check Your Progress

1. Why is the study of behaviour essential?
2. What does the success of any organization depend on?
3. What is psychology?
4. What does industrial psychology involve?
5. What is social system in terms of education?

13.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The study of behaviour is essential because of the different nature of people. Besides individual differences, people are whole persons and total human beings.
2. The success of any organization depends on the competency and creativity of its employees because they are the central points of every function of management.
3. Psychology is a science that seeks to study, understand, measure, explain and possibly change the behaviour of humans.

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4. Industrial psychology involves selection and placement of individuals into particular jobs through psychological tests, study of mental health as affected by physical industrial environment, impact of organizational structure on human performance and the types of jobs affecting safety and morale of workers.
5. In relation to education, 'social system' is the internal association and process of education considered as a rational unit which is different from other aspects of society. Learning or education cannot be detached from its social setting as students or learners are the ones who put up with the orientations and symbols of their respective society.

13.5 SUMMARY

- Organizational behaviour has been defined as the knowledge of people's behaviour at work. It is a meaningful solution to complex human problems.
- Human behaviour is developed not in a vacuum but is shaped every time by the behaviour of others and environmental factors.
- Organizational theory is the study of structure, the system, sequences and the process of organization. Organization behaviour, while studying all these subjects, delves into the behaviour of individuals and groups.
- Organizational behaviour has four important roles or objectives in any organization—the human resources approach, the contingency approach, the system approach and the productivity approach.
- The ultimate objective of organizational behaviour is to increase productivity. With the given inputs, if production is improved, it is a symbol of productivity improvement.
- Organizational behaviour is a synthesis of many other fields of study and is built upon contributions from a number of behavioural disciplines.
- The predominant area of psychology is concerned with the study of individual behaviour.
- A study of OB is beneficial in several ways. In the first place, OB provides a road map to our lives in organizations. OB helps influence organizational events, is useful for maintaining cordial industrial relations and helps managers and employees in many ways.
- In terms of sociology, social system is a patterned network of relationships constituting a comprehensible whole that exist between individuals, groups, and institutions. However, in relation to education, 'social system' is the internal association and process of education considered as a rational unit which is different from other aspects of society.

- One of the premises of sociology states that an individual is born into some specific situations resulting from the operation of forces, modern and historical. These forces can be social, philosophical, economic and political.
- David Papenoe, a sociology professor at Rutgers University, says, "Social system refers to any kind of social grouping, from a group of two friends to a large complex society."

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13.6 KEY WORDS

- **Semantics:** It is the linguistic and philosophical study of meaning, in language, programming languages, formal logics, and semiotics.
- **Human Behaviour:** It refers to the full range of physical and emotional behaviours that humans engage in; biologically, socially, intellectually, etc. and are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, persuasion, coercion and/or genetics.
- **Social Psychology:** It is the branch of psychology that deals with social interactions, including their origins and their effects on the individual.

13.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Define organizational behaviour.
2. What is the system approach to organizational behaviour?
3. What do you understand by contingency approach to organizational behaviour?
4. Name the key elements of organizational behaviour.

Long-Answer Questions

1. Examine the various roles of organizational behaviour.
2. Explain the interrelationship between various behavioural fields of study and organizational behaviour.
3. Describe the importance of organizational behaviour.
4. Discuss the premises of sociology.

13.8 FURTHER READINGS

Priestley, Mark; Gert Biesta; Sarah Robinson. 2015. *Teacher Agency: An Ecological Approach*. New York: Bloomsbury.

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Cornbleth, Catherine. 2013. *Understanding Teacher Education in Contentious Times: Political Cross-Currents and Conflicting Interests*. New York: Routledge.

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UNIT 14 RECENT RESEARCH IN THE AREA OF TEACHER EDUCATION

Structure

14.0 INTRODUCTION

India has one of the prime systems of teacher education. Moreover, the university departments of education and their affiliated colleges, governments and aided institutions, private and self-financing colleges and open universities are also engaged in teacher education. The programmes are almost identical though the standard varies. In certain areas, the supply of teachers far exceeds the demand while in others, there is sharp scarcity. The situation at the elementary level in certain states is similar to international standards, where DIETs, CTEs and IASEs are making tangible impact on pre- and in-service teacher education. But, the same cannot be said about the preparation of secondary, vocational and pre-school teachers.

Educational research develops new knowledge, which helps to improve the educational practice. It is hard to determine whether the accretion of research findings has made an impact on the practice of education. Even when research knowledge attracts the attention of policy makers in education, they treat it as information to shape a particular policy, or use it to justify an unpopular decision, cut funds, or may dismiss the research conclusions which are ambiguous to their beliefs. In spite of this, research in education in general and teacher education in particular continues to develop and make its offerings to the body of knowledge. This unit discusses the purpose and scope of research in teacher education, and exploring its various trends, provides an overview of the problems faced in the field of teacher education in India. In addition to this, the unit also discusses a variety of variables such as personal, content, strategies and situational variables.

14.1 OBJECTIVES

After going through this unit, you will be able to:

- Assess the purpose of research in teacher education
- Analyse the scope of research in teacher education
- Discuss the trends of research in teacher education
- Evaluate the problems being faced in the research of teacher education in India
- Examine personal, content, strategies variables and situational variables

14.2 RESEARCH IN INDIA

Essentially, there are two broad purposes of research in teacher education, namely:

(i) **Understanding the educational phenomenon:** This helps to conceptualize, explain, control and forecast the dynamics of a given phenomena. For example, to explain the phenomena of teaching means reaching at a conceptual structure of relationships with regard to teaching.

Conceptualizing means arriving at unified set of variables. Conceptualizing may not entail verification since many paradigms are imaginary in nature. A well-articulated framework applicable to many contexts based on systematic perspective is the presage-process-product paradigm of teacher education. Presage variables would include personality variables and process variables would imply curriculum transaction.

Explaining relationships among variables in teacher education is significant. Controlling variables in a network of relationships among variables operating in teacher education is essential. It is highly difficult to study the dynamics of a variable in isolation. For example, success of a teacher trainee in practice teaching may depend on numerous factors such as psychological make-up, personality, language fluency, communication skills, training received, experience, and motivation, grade level of students taught, subject matter and classroom conditions. The investigator studies how the new method of training the teachers affects the performance of teacher trainees in practice teaching. For this, the researchers have to control a lot of the variables mentioned above, otherwise they will not be competent to arrive at a conclusion regarding the usefulness of the training. Hence, the influence of the intervening variables has to be controlled, if not experimentally but at least statistically.

(ii) **Transforming the educational phenomenon:** This means incorporating changes in the existing phenomena because of some dissatisfaction with it.

When there is dissatisfaction with the present practices in teacher education, changes may be needed in the structure as well as the processes of teacher education. Research provides necessary ground for any changes to take place because changes based on research are genuine and effective.

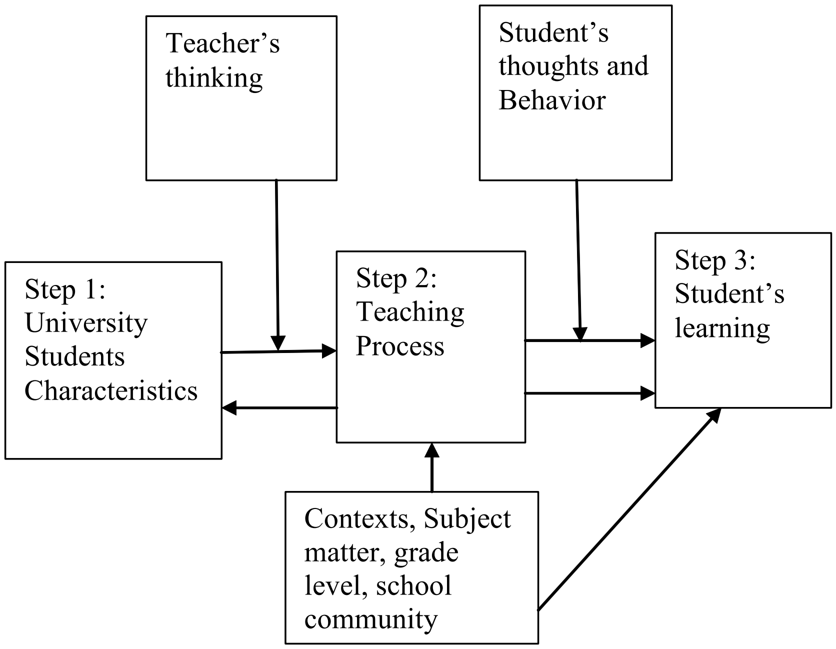


Fig. 14.1 *Teaching Process-variable involved*

Areas of Research

During the seventies, research in teacher education were mainly in areas such as selection criteria, qualities and abilities of a teacher, pre and in-service training of teachers, work load, job expectations, procedures and practices of teacher education in India and personality variables of teachers. In the later years, researches were classified under context, input process and output variables.

During the eighties, research was in areas of context, presage, process, and product. The presage variables include teacher-educator characteristics, i.e., formative experiences of teacher educators, their education and training, motivation, abilities, personality factors, intelligence, and teaching and training skills. Classroom interactions and transactions and mediating processes that lead to learning are process variables. Teacher behaviour in the classroom and supervisory behaviour of teachers relating to student teaching are some of the research variables.

The studies on outcome of teacher education include two types of variables—direct outcome of teacher education, i.e., student-teacher outcomes such as their achievements, attitudes and skills, and long term outcomes describing level of professional skills and teaching success or teaching effectiveness. In the twenty-first century, a number of researches are being carried out on inclusive education,

continuous comprehensive evaluation, and Right to Education. Researchers are also focusing on developing of educational technology models for classroom teaching.

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Status of Researches on Teacher Education in India

Research on teacher education in India has increased greatly in the last twenty years. A community of professors from several institutions has developed the capability to conduct coordinated large-scale studies and to prepare doctoral students. The process of cultural borrowing greatly influences the structure and conduct of teacher education as well as the substance and design of the research. Most studies are done to test how the North American theories and innovations can fit within the Indian cultural context. Status of researches on teacher education in India in various areas is as follows:

In the milieu of 'Sarva Shiksha Abhiyan', in respect to elementary education, universalization of Secondary Education and further strengthening of higher secondary education, teacher education needs to be strengthened. Every state should be asked by the NCTE to conduct surveys and submit estimates within stipulated time.

Nobody with 'Profit Motive' should be entrusted the task of training teachers. Criteria for admission into various teacher education programs, namely, NTT, ETE, B.El.Ed., B.Ed., M.Ed., C.P.Ed., B.P.Ed., M.P.Ed. are subjective in most cases. There are wide gaps between teaching attitude and teaching aptitude of the teacher educators as well as student teachers.

Teacher Education Institute

Some research studies have been conducted to this effect. Out of the four independent variables—teaching aptitude, language ability, general mental ability and social sensitivity—teaching aptitude and language ability have been found to be contributing most to educational competency. Social sensitivity and general mental ability have been found to also contribute (Mishra, Renu, 1993, DAVV, Indore). The performance at the first graduation/post graduation level may not ensure competency at B.Ed. and M.Ed. levels. So, admission criteria of educational programs should be inclusive of the status of candidates on Teaching aptitude and attitude, educational aptitude and attitude, respectively (Goel, D. R., Goel Chhaya; Sonal Patel, 2001, MSU, Baroda).

The correlation between M.Ed. Educational Profile percentage scores and B.Ed. percentage scores has been found to be 0.25. The coefficient of determination is 6.25 per cent. It means the variation in the M.Ed. Educational Profile scores can be explained through the B.Ed. percentage scores to the tune of 6.25 per cent. The 92.75 per cent of the variation remains unexplained (Goel D. R., Chhaya

Goel, 2007, MSU, Baroda). The above studies suggest that there is a need to evolve suitable criteria for admission into teacher education programmes.

Philosophical Foundations

The Indian system of studying philosophy has six stages. These are *Padartha* (structure of the universe), *Pramana* (evidences), *Vada* (principles), traits of *parmatma/purush* or *atma* (form of individual and Universal soul), *Shrishti Prakriya* (process of creation of the universe) and *Moksha* (emancipation or liberation from the bondage of birth and death). Undoubtly, our system of studying philosophy is good to understand the inclusive nature of specific philosophy, but it prevails only in the traditional system of philosophical practice. It needs a sequential process to go through all the details of the philosophy. On the other hand, the Western system is easier to understand.

A number of studies have been conducted in the recent past on educational implications of the Sikh Gurus' *Bani* (Jasbir Kaur, 1998, Guru Nanak Dev University, Amritsar, Gurpal Singh, 1999, Punjabi University, Patiala), *Educational Philosophy of the Sikh Gurus* (D. N. Khosla, Meerut University, 1983), *Bhagavad Gita* (Subhash Chandra Panda, 2004, Berhampur University, Berhampur; Sunita Singh, 2006, Dr. Ram Manohar Lohiya, University, Faizabad), *Gramgeetha* (Shobhna Purushottam Saoji 2006, Sant Gadge Baba Amravati Vidyapeeth, Amravat), and Hermann Hesse's philosophy (Alk Mecwan, 2008, S. P. University, Vallabh Vidyanagar) and other philosophers.

Doctoral studies have also been conducted in India on Sankhay philosophy, life and works of Dr. Babasaheb Ambedkar, *Sakhi* of Sant Kabir, educational ideas of Pandit Deen Dayal Upadhyaya and Madan Mohan Malviya, philosophy of Mahatama Gandhi, Dev Atma, Gurudev Tagore, teachings of Bhisma in Mahabharta, Gautam Buddha, Shri Panduranga Shashtri, Upanishad, Osho of Rajnish, Sir Sayed Ahmed Khan, Yoga Vashishtha, Dr. S. Radhakrishnan, Shri Pandurang Athavle, Swami Vivekanand and Shri Aurobindo Ghosh, Ramakrishna Mission, Vinobabhave, Mahatama Jyotirao Phule, Chatrapti Sanu Maharaj of Kolhapur, Motibhai Amin, Maganbhai P. Desai, Guru Nanakdev Ji and Martin and Vedantic model of Swami Rama Tirtha.

Guru Arjun Dev visualized 'Guru' as one who can lead the disciples on the path of reality. His educational thoughts are deeply rooted in Indian tradition to acquire self-realization and self-manifestation. Truth, love, beauty and bliss are the four paths leading spiritual education. He advocated absolute purity, absolute love, absolute honesty and absolute unselfishness as the four pillars of international understanding. Guruji advocated that evaluation is not the monopoly of the teachers alone as children also evaluate their own work.

Basically, the Sikh Gurus were idealists and their philosophy comes under the umbrella of idealism. But, their understanding of the problems and their solutions

were realistic and practical. They always worked out solutions in the context of their social, cultural, ethical, moral, political and economic nature. Sikhism is basically a relationship of Guru (Teacher) and Sikh (*Shishya*). Thus, their philosophy of life has great significance with respect to philosophy of education. In the views of the Sikh Gurus, it is essential that there should be overall development of man encompassing mental, intellectual, moral and spiritual horizons.

For a self-realized soul, the universe is a demonstration of God. There is nothing more purifying on earth than comprehension. The educational and philosophical implications of *Bhagavad Gita* state that the status of Guru is higher than that of God. A teacher with sound personality and super character is the only ideal. The teacher is a 'Jyot 'and 'Jyotsana' which enlightens the little ones. A teacher should provide insight to his pupils to awaken their conscience, so that they are in a position to discriminate between *Paap* and *Punya* good and evil. Every teacher should be a friend, philosopher and guide for his learners as Gita depicts through the association of Lord Krishna and Arjuna.

Scientific attitude, gender equality, national integration, respect for all religions, cleanliness, humility, sensitivity, punctuality, dignity of labor, patriotism are some of the values identified and confirmed from preaching of *Gramgeetha*. The text of the National Saint Tukdoji Maharaj is its own testimony, for example, 'Aggyananech Durvtey Pragati', 'Dhan He Gribanche Rakt', 'Shram Hi Gavachi Dault', 'Desh Dukhi Jnu Mazhechi Shareer'.

The diverse philosophy of all the philosophers should be the basis of education. 'National Education Day' is observed on 11 November to celebrate the birthday of Maulana Abul Kalam Azad, the first union Education Minister of Independent India. To what extent have we been able to emancipate ourselves from cast, creed, religion, region, relation in this secular state of India? To what extent have we integrated naturalism of Rabindranath Tagore to realize the liberty of learner? Let us search and re-search.

Historical Foundations of Teacher Education

Studies have been reported on the progress of Primary Education in Amritsar district after NPE 1986 and Aligarh district post-independence, development of post-basic education in Gujarat, development of higher education in Manipur and UP post-independence, history of Pre-Service Training of Secondary Teachers in Maharashtra, and In-service Teacher Education in Punjab from 1947-1990, history and development of Nair Service Society as a voluntary Educational Agency in Kerala and Educational Thoughts of Maharaja Chatur Singh Mewar (1880-1929). From 'Escola Normal' during the Portuguese Goa (1841-1961) to the proposal for Teacher Education in 2008, India is an eyewitness to a large range of teacher education programmes.

The authority of conventional teacher education model is fully established. The land, area, location, institutional plant, environment, objectives, curricula,

learning resources, modes of transaction, evaluation modes and mechanisms, placement, renewal are talked of even today. But, there are question marks on the present day's teacher education. Being most deployed, diluted, and least professional, distance education has done a lot of harm to teacher education. Commercialization is a threat to most of the traditional teacher education colleges. None of the innovations in teacher education, such as longer Duration of Teacher Education, integrated Teacher Education, personalized teacher education, and specialized Teacher Education could be institutionalized further. Either these have faded or are limited to the place from where these originated.

Amar Singh (2008, Dr. R.M.L. Avadh University) explored the origin and development of the ancient Indian Universities to address the problems of present Higher Education, systematically and analytically, particularly in management, finance, and teaching-learning. The profiles and contribution of Acharyas and Dwar-Pandits are evident and educative. The research volume presents how History is a *Santap* of *Ateet* and *Vartman*. It is an eye opener to find how the present higher education system has failed to sustain and integrate the values the Ancient Indian Universities.

It is a unique study on the origin and development of ancient Indian Universities, namely, Takshshila, Nalanda, Vikramshila, Vallabhi, Odantpuri, Jagdalpur, Kashi, Kashmir, Mithila, Nadia, Dhara, and Kannauj. The research helps us recreate the structural organ-gram and functioning of each one of these universities through the learning resources produced by the Acharyas, reports, remains and narrations, both, through verbal tradition and material tradition.

In 2011, Parviz Mohammad Salahi Azami conducted a comparative study 'Education in India and Iran' with a reference to the period between 1565 and 1665 and found that the aim of primary education was to teach alphabets and religious prayers. There were important centers of education in India such as Agra, Delhi, Jaunpur, Bidar, Lahore, Gujarat and Kashmir. Some Madrasahs which were established in that time were Ulug-Beg, Miri Arab, Kukultash, Mumin Khan, Madari, Shirdar, Abdul Azizkhan and so on. The period of Akbar marks the beginning of a new era in the history of medieval education. He founded a vast and rich library. He established Madrasahs at Agra, Fatehpur and other places. Hindus and Muslims were taught in the same schools and colleges. He got many Sanskrit books translated into Persian. Many Madrasahs were established even by private individuals during Akbar's reign.

Sociological and Psychological Foundations of Teacher Education

In this age of nuclear families, the focus on pre-primary education has become high. The studies on pre-primary teacher education are rare. We are struggling with the problem of first transition from home to pre-school in the case of three year old children. Scenario of the mental state of the child, parents, teachers and the support staff needs no demonstration.

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On the other hand, we have 'Anashrit Ashrams' for the old. There are problems of universalization of primary education, population education, adolescent education, higher secondary education and medium of instruction. English language as a medium of instruction seems to be our biggest problem. There are gaps between teaching styles and learning styles. There are also problems of teacher burn-out and rust-out, degeneration of values and institutions, teacher absence and Para teachers. Stress, strain, anxiety, tension, conflicts, psycho-neuroticism are on the increase. There are problems of education with mental social, as well as physical burden. There are problems of value conflicts and value clashes.

In spite of the virtuous hope of all-round development of personality through holistic education, our society is turning from naturalistic, idealistic, and humanistic to existentialistic and pragmatist. It has been found that the higher the administrative power, lower are the affect attributes. Social and psychological abuse is on the rise. Value discussion models, value analysis models, value clarification models and jurisprudential models have not been employed meticulously. Some studies on Applied Psychology have been found to have desirable results in various areas of guidance and counseling. H. K. Tyagi conducted a study on the effectiveness of guidance programme in relation to students' achievements.

Attempts have been made to address learning difficulties, learning disabilities, and neuro-psycho-social problems. Though the effectiveness is evident in some cases, the efficacy needs to be scientifically studied further.

There are wide gaps between school education and teacher education. All of us are for child-centered education. But, even when we know that children develop their own theories, we go on imposing our models on them. There are wide differences between laboratory conditions of teacher education institutions and field conditions. The training needs perceived by most of the educational administrators and headmasters are related to maintaining appropriate human relations, stress management, conflict resolution and group dynamics. Students are in need of emotionally supportive teachers. Democratic environment is needed more than authority and suppressing.

Studies on psycho-social factors of adjustment of school teachers gave a message to policy makers and administrators that all attempts should be made for compatible placement of teachers in the context of their work place and conditions. The high professionally committed teachers have been found to have high occupational stress as compared to low professionally committed teachers. Professionally committed teachers have been found to have high job satisfaction. Researches have demonstrated the effectiveness of various models of teaching such as CAM, ITM, and AOM. Education programmes for enhancing emotional intelligence of student-teachers have been found to be successful in terms of raising the EQ levels.

Economics of Education

D. R. Sharma conducted a comparative study of expenses of the Educational Institutions of Secondary Education of Rural and Urban Areas of Mehsana district and their implications for Pupils' Achievement. In 1996, S. Mehta conducted a case study of Ujjain district in terms of Educational Progress and Economic Development. In 2000, P. P. Punjal conducted a comparative study on Economics of Physical Education and Sports of Maharashtra and Punjab. In 2002, Y. R. B. Sharma conducted a study on Investment on Education of Scheduled Caste Self-Employed Persons in twin cities of Hyderabad and Secunderabad. The NAAC also studied per capita investment on teacher education programs offered by the institutions of higher education. In 2005, S. Mullick conducted a Study of Institutional Effectiveness of the Colleges of Education in relation to the Cost of Teacher Education.

Check Your Progress

1. Define conceptualizing.
2. Name the six stages of studying philosophy in the Indian system.
3. How did Guru Arjun Dev visualize the 'Guru'?
4. What is the role of the teachers according to the philosophy of the Sikh Gurus?
5. When is National Education Day celebrated in India?

14.3 RESEARCH ON TEACHER BEHAVIOUR

Researches have been conducted on various aspects of teacher education. Some of the topics of research are as given below:

Job Satisfaction of Teachers and Performance

P. R. Manjula (Bhartihar University, 1995) has done a pioneer intervention into the job satisfaction of Higher Secondary School Teachers of the Coimbatore district of Tamil Nadu. A. Mary Lily Pushpam (Bhartihar University, 1997) conducted a study on Attitude Towards Teaching Profession and Job Satisfaction of Women Teachers in Coimbatore. S. Khlai-UM (PU, 1999) conducted a study on Job Satisfaction and Job Dissatisfaction of dual factor theory in relation to personality types and self-concept of secondary school teachers of Thailand. V. P. Pal (PU, 2001) conducted a study of Job Stress, Job Satisfaction, and Adjustment of Physical Education Teachers in relation to their job placement. Verma (DAVV, 2002) conducted a study of job satisfaction of teachers in relation to Job Stressors, Role Commitment, Vocational Maturity and Social Intelligence.

M. L. Sharma (PU, 2002) conducted a comparative study of Job Stress, Job Satisfaction and Adjustment of Physical Education Teachers of Himachal Pradesh, Punjab and Union Territory Chandigarh. A Hamid (MDU, 2002) conducted a study of the Accountability of Secondary School Teachers in relation to their Job Satisfaction and Morale. B. Shrivastava (University of Lucknow, 2002) conducted a study of Mental Health, Values and Job Satisfaction among teachers of Hindi and English Medium Schools.

The findings of these studies have confirmed that the teachers have problems of mental health, job satisfaction and job stress. Numbers of studies have been conducted on Job Satisfaction of Teachers and their teaching performance and effectiveness (Dharmendra Malik, MDU, 2005; J. Kaur, KUK, 2004; K. Venkteshwara Rao, Shri Venkteshwara University, 2002; I.V.R. Readdy, Andhra University, 2001).

Influence of Psycho-Social Factors on Teaching

G. Yadagiri (Osmania University, 2000) conducted a comparative study of professional attitudes and teacher effectiveness among Physical Science teachers of Ranga Reddy and Medak districts of Andhra Pradesh. A. H. Kulkarni (Shivaji University, 2000) conducted comparative study of male and female secondary school teachers with respect to their personality traits, competency and teaching effectiveness. R. Balu (SNDTWU, 2001) conducted a study of the role performance of teacher educators in relation to their profile. M. Pal (PU, 2001) conducted a comparative study of Attitude of School and College Teachers Towards Creative Learning and Teaching in relation to Mental Health.

A. Khaleque (PU, 2001) conducted a study of Burn-out in relation to Self-Concept and Introversion-Extraversion among Elementary School Teachers in Assam. R. Rao (MSU, 2001) conducted a study leading to the development of an In-Service Training Program for Navodaya Vidyalay Teachers for Meeting Students' Emotional Needs. K. S. Shakunthala (Bangalore University, 2001) conducted a study of the adjustment of Secondary School Teachers in relation to their Teaching Competency, Emotional Maturity and Mental Health. J. Kaur (PU, 2001) studied mental health as related to Vocational Maturity of male and female prospective secondary school teachers.

M. S. Chonakwar (B. R. Ambedkar University, 2002) conducted a study of personality characteristic of scheduled caste and non-scheduled caste primary teachers in relation to their classroom adjustment attitude towards teaching. K. K. Tripathy (PU, 2002) conducted a study of Role Structure and Role Stress in relation to Work Satisfaction of Primary School Female Teachers in Orissa. Y. K. Anand (PU, 2002) conducted a study of role Efficiency of Polytechnic Teachers and its relationship with personal and organizational characteristics. K. D. Patil (SNDT Women's University, 2002) conducted a study of Teacher Performance of Junior College Teachers in relation to some Personality Dimensions.

K. Joshi (Gujarat Vidyapith, 2003) conducted a study on the Teaching Aptitude of Higher Secondary School Teachers of Gujarat State in the context of some Psycho-Social variables. N. Bharagave (Bundelkhand University, 2003) conducted a study of personality characteristics, value and SES of Pupil Teachers in relation to their attitude towards social change. G. P. Raval (Saurashtra University, 2003) conducted study on approaches of coping with stress factors and teacher performance. A Study was conducted on Social Intelligence and Teacher Efficiency (R. Agrawal, Bundlkhand University, 2003). V. Goswami (Banasthali Vidyapith, 2003) conducted a study on Effect of Participatory Teacher Education Programmes on the Conceptual Development and Self-Development of Student Teachers. G. Pareek (PU, 2003) conducted a study on the Effect of Realization Technique on Job Stress in relation to Blood Pressure, Hypertension and Heart Rare in Women Teachers.

S. Shaik (Shri Venkateshwara University, 2004) conducted a study of Academic Achievement and Prevalent Values of DIET students in Andhra Pradesh. Studies have also been conducted on the influence of certain Psycho-social factors in Scholastic Achievement of B.Ed. Students (C. Manchala, Shri Venketeshwra University, 2005). S. S. Chahar (MDU, 2005) has conducted a study of teaching competency of student teachers in relation to certain non-cognitive variables. B. K. Pal (JMI, 2010) conducted a study on core teaching skills of primary teachers in relation to their self-concept and adjustment.

Researcher himself developed an observation schedule to measure the core teaching skills of primary teachers. Researcher found that female teachers were more adjusted in teaching profession.

Attitude towards Teaching

A. M. Reddy (Osmania University, 1997) conducted a study of attitudinal changes among the pre-service teacher trainees towards the teaching profession. The studies have confirmed that attitudinal changes do occur towards the teaching profession through pre-service teacher education. Creativity and change proneness definitely contribute to professional pleasure. S. Patanrasd (SPU, 1998) conducted a study of the attitude of student teachers towards the teaching profession and globalization with reference to certain variables.

D. Baland (MDU, 1999) investigated the Study Habits, Reading Interest, Attitude towards Teaching and their bearing upon the achievement of the pre-service teachers. S. K. Gupta (Baraktullah University, 2000) compared creative and non-creative secondary school pupil teachers of Madhya Pradesh in relation to values, adjustment and attitudes towards teaching. D. T. Reddy (Mysore University, 2000) conducted a critical study of the professional pleasure in relation to creativity and change proneness among secondary school teachers.

Classroom Teaching Effectiveness

S. Kher (DAVV, 1999) conducted case study of Need Based Programs for Pre-Primary Teacher Education. A. K. Shrivastava (B. R. Ambedkar University, 1999) conducted a comparative study of the effect of training on Teaching Attitude and Self-concept of various types of trainees under DIET programme. Baiju K. Nath (University of Calicut, 1998) developed self-instructional package for Secondary School Biology teachers for their in-service learning. H. B. Jani (Bhavnagar University, 1998) studied secondary teacher trainees' perceptions of teaching. Mamata (Shri Shahuji Maharaja University, 1998) explored factors of specific training needs of lady teachers in study aimed at crystallization of professionals values among the teachers of higher secondary schools in Rajasthan.

M. Singh (B. R. Ambedkar University, 2000) conducted a study on Identification and Comparison of Language Sills for Hindi and English Teachers of Secondary School Level. D. T. Reddy (University of Mysore, 2000) conducted a critical study of Professional Pleasure in Relation to Creativity and Change Proneness among secondary school teachers.

K. Jayaramanna (Andhra University, 2001) conducted a study of teacher effectiveness in relation to work orientation and achievement of students at Primary Level. S. Devi (MDU, 2001) studied the effect of Classroom Questioning Behavior Training using Games on Teaching Competence and Pupils' Achievement. J. K. Suhag (MDU, 2001) conducted International Analysis of Classroom Behaviour of Effective and Ineffective History Teachers.

M. S. Bhatt (Gujarat Vidyapith, 2001) conducted a study on Primary Teacher Trainees' Perceptions of Teaching. R. Balu (SNDT, 2001) conducted a study of Role Performance of Teacher Educators in relation to their profile.

R. Chandra (PU, 2002) focused on sustainable changes relevant to community and school needs in curricular input and transactional modes of elementary teacher education. A study on the effect of the learning inputs provided in Teacher Education Program on Teaching Efficiency of Teachers was conducted by A. Goel (Banasthali Vidyapith, 2002). V. Vohra (KUK, 2002) proposed a Training Model after identifying training needs of Secondary School Language Teachers.

Padmini P. Rani (Avinashilingam Deemed University, 2003) developed oral communication efficiency in English B.Ed. trainees.

L. K. M. Baburao (Andhra University, 2003) conducted a study of DIETs, CTEs and IASEs with special reference to NPE 1986. S. P. Shukla (Gujarat Vidyapih, 2003) studied the effectiveness of Video Programs with Discussion and without Discussion, and Traditional Methods on the Achievement of Student Teachers in relation to certain variables.

P. Mishra (KUK, 2004) conducted a comparative study of classroom verbal behavior of Student Teaches and In-Service Science Teachers of Secondary Schools. V. Singh (University of Lucknow, 2004) studied the effect of B.Ed. Training Programme on Teaching Competency of Pupil Teaches.

S. Chawla (MDU, 2005) conducted a study on Interactional Analysis of Classroom Behavior of Effective and Ineffective Hindi teachers. R. Pareek (Banasthaly Vidyapith, 2005) conducted an analytical study of Computer curriculum in teacher education program. S. Singh (MDU, 2005) studied the effect of Classroom Questioning Behaviour Training of Teaching Competence of student teachers and their Self-Concept. V. Upadhyaya (B. R. Ambedkar University, 2005) conducted comparative study of the impact of the Teachers' Training on Self-Concept, Attitude towards Teaching and Values in Self-Financing and Government Aided Institutions.

Predictors of Teaching Proficiency

D. K. Diwan (MDU, 1993) studied the predictors of academic achievement of student teachers in terms of Aptitude, Attitude, Participation and Human values. All these studies have contributed to the knowledge base of teacher education significantly, but, there is a need to systematically work out the admission criteria into various teacher education programmes.

D. Baland (MDU, 1999) investigated the Study Habits, Reading Interests, Attitude towards teaching and their bearing upon the Achievement of the Pre-Service teachers. N. Kumari (PU, 1999) conducted a study of Entrance Tests and Measurement Performance of B.Ed. trainees in relation to Psychological and Socio-Demographic variables.

R. M. Ghatel (SNDT, 1999) studied the Performance and Job Satisfaction of Teacher in relation to their Maturity, Locus of Control and Organizational Conflict. N. Singh (Jai Narayan University, 1999) conducted a study of Senior Secondary Schools of Jodhpur Division in terms of Organizational health and Teachers' Attitude towards Teaching Profession and Adjustment. All these studies have confirmed that healthy Organizational Climate for Effective Education is essentially required.

A. Day (Bundelkhand University, 2000) studied the Teachers' Professional values, Family Relationship and anxiety in relation to Organizational Climate. S. Awasthi (Bundelkhand University, 2002) studied Teacher Alienation, their Morale and Principal's Leadership and institutional Effectiveness in different Intermediate Colleges on the basis of Organizational Climate. C. Shekhar (Bundelkhand University, 2002) conducted a study of the Locus of Control of Pupil Teachers Admitted on Weightage of Bundelkhand University in Relation to their Future Teaching Effectiveness Londhe (Pune University, 2003) studied the

Teaching Aptitude of Student Teachers with reference to Creativity and Teaching Competency.

Problems of Research in Teacher Education

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There has not been much headway in research since the researchers face a number of problems. More research is needed in the area of teacher education to be able to make qualitative improvement. Problems of research are both intrinsic and extrinsic to the researcher. Following are some of the problems of research in teacher education:

- **Lack of qualified personnel*:*** Researchers lack the minimum abilities and skills. It is important that researchers should gain knowledge of the theory of teacher education, skills of scientific inquiry, ability to analyse and interpret data and make rational judgments.
- **Lack of motivation*:*** This happens when researchers have no inclination and qualification to do research. The system fails to encourage them and utilize their abilities. There is lack of incentives to do research.
- **Lack of resources and facilities*:*** Many a times, there is lack of several adjunct conditions influencing research, for example, unavailability of expert advice for proper planning, or statistical procedures for analysing the data. Lack of material facilities such as hardware, stationary can also cause hindrances.
- **Problems of finance*:*** Due to lack of financial support or too many formalities in taking the research projects through the funding agencies is another problem. Fund agencies such as UGC, NCERT and ICSSR at times fail to make available finances.
- **Unpredictability:** Unpredictability in research means lack of significant relation among researches. Any research should be based on preceding research for its assumptions, hypotheses and theoretical background. Only then will there be any development in the discipline.
- **Need of consensus*:*** The number of researchers are as varied and many as the many views and priorities in education. Agreement of views is important as it will assist researchers to work within common theoretical purpose.
- **Need of coverage*:*** Lack of awareness in some of the areas of teacher education or differences in priority of the researchers hinder covering a large number of areas needing attention. As a result, many researches are done in one area only while other areas get neglected. For example, there are many studies on test construction or on teacher behaviour, or only on micro-teaching. A thematic research for balanced and even development is required

Suggestion on Methodology

There are more of quantitative studies than qualitative. The studies are scattered and unlinked. There is lack of continuity, cumulativeness and synthesis. Most of the studies are descriptive rather than preventive and ameliorative. There is a mixed scenario of Research in Education. Some of the observations are as follows:

- A large number of surveys have been conducted in education but the principles of objectivity, transparency and equivalence have not been adequately observed.
- In experimental research, the scholars largely move from induction to abduction, to thesis to analogy, to facts to theories. But inconsistent scattered researches lead us nowhere. Social laboratory is a myth and figment of imagination. It has become essential for the social scientists to evolve their own methods of investigation to sustain social life.
- In case study, research diagnosis of a case is as important as prognosis of its disposition. A large majority of us are comfortable in scribing the problems and cases, but prognosis is lacking. Here the presage, process and product variables all need to be treated very carefully.
- Naturalistic enquiry, which phenomenology demands, needs to be conducted in an open, naturalistic, parametric setting.
- Qualitative research cannot be conducted through prior samples. Sampling goes on throughout research, through various sampling techniques such as typical case sampling, intensity sampling, critical case sampling, sensitive case sampling, convenience sampling, primary selection and secondary selection. Qualitative Research cannot be conducted through static tools and techniques, because very often the researcher employing qualitative research methodology does not have a sound theoretical base related to the reality. Theory, in fact, is the product of enquiry.
- One of the basic tenets of qualitative research is awareness of one's own bias. There is a need to address diversity issues such as gender, race, religion, ability, sexual orientation and socio-economic status. The pursuit of knowledge should be conducted with sincerity and care.
- Critical theory takes, as a central concern, the issue of power in the knowledge context. It focuses on how and in whose interest knowledge is produced and passed on. Where are the funds floated? What is the interest? What is the return on investment?

Future Direction for Research

Following are some points that focus on future direction in the field of research:

- Surveys need to be conducted to estimate the number of teacher education institutions required countrywide, State-wise and Program-wise. Every State

should be asked by the NCTE to conduct surveys and submit the estimates within stipulated time.

- Norms and standards for Teacher Education Programs need immediate revision.
- There should be added focus of Research on Historical, Economic and Philosophical Foundations of Education. There is a need to develop Human Resource in all these relatively neglected areas.
- The effectiveness of research conducted so far in the area of Educational Technology and ICT is reasonably established. But, the researches have failed to spur the system. There should be Research on Info-Savvy skills and techno-pedagogic skills.
- Purpose of a large number of presentations is overpowered through power point presentations. Approaches such as Dialogue Approach should be well integrated in teacher education.
- There should be due focus on learner-centered activities. Constructivist approach should be employed both with Information Given and Beyond Information Given. There is a need to move from Behaviorist Model to Communication Model to Interactive Models. Also, there is a need to move from Cognitive Approach to Socio-Cognitive Approach. Rather than going by monolingual models, we need to evolve multi-lingual models. There is a need to develop programs to realize the above objectives. The effectiveness and efficacy of all these programs needs to be studied.
- There should be more studies on Human Rights Education, Health and Hygiene, Life skills Education and Environmental Education. Continuous and comprehensive Evaluation, Right to Education, Impact of government schemes on teacher education.
- The qualitative research methodology needs to be employed more rigorously. Rather than re-coursing to the old theories, there should be added focus on grounded theories. Participatory research with service motive needs to be strengthened.
- There should be due scope for self-evaluation, peer evaluation, group evaluation, teacher evaluation, school evaluation and community evaluation in Teacher Education programs. There should be research on the related factors contributing to comprehensive evaluation.
- Teacher Education should seek the resources of all sectors—public and private. Unless and until all sectors cooperate, Teacher Education programs and courses cannot be offered. Courses such as Environmental Education,

Guidance and Counseling, Health and Yoga Education, ICT in Education definitely demand services of the Corporate Sector.

The market forces should emerge as educational forces. There should be research on the relative contribution of these sectors for the realization of the objectives of teacher education.

- Teacher Education Institutions can hardly afford to function in isolation, both within and among. Inter-disciplinarily and multi-disciplinarily should be practiced by the TEIs. The interdisciplinary and multi-disciplinary research should be promoted in Teacher Education.
- There should be suitable programs for the In-Service education of teachers and teacher educators.
- Innovative Teacher Education Programs such as Personalized Teacher Education need to be institutionalized for the realization of holistic Teacher Education through flexible time management, variety of modes of learning, Diversified and participatory Evaluation, Personalized Environment, Learner Freedom, Teacher as a facilitator, Organizer and Inspirer and Field Linkages.
- There should be differential inputs in Teacher Education programs. There should be suitable inputs corresponding to the differences in the IQ, Learning Styles, Languages, Interests, Abilities, Cultures, Maturity levels and other conditionals of the learners.
- Networking should be established with central level agencies working in the area of Teacher Education. They are Teacher Education unit in the MHRD, National Council for Teacher Education (NCTE), National Council Educational Research and Training (NCERT), University Grants Commission (UGC).

  There are other supporting institutions like National University of Educational Planning and Administration (NUEPA), Central Hindi Institute (CHE), Central Institute of English (CIE), Central Institute of Indian Languages (CIIL), Directorate of Adult Education (DAE), and Rehabilitation Council of India (RCI).

Check Your Progress

6. What was one of the findings of the research conducted by B. K. Pal?
7. What was the focus of D. T. Reddy's research in the field of teaching?

14.4 PERSONAL, CONTENT, STRATEGIES VARIABLES AND SITUATIONAL VARIABLES

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Variables are the key element of all research project. It is the attribute or element of an individual group, educational system, or the environment that is relevant in a research study. Variables can be measured easily, such as gender, age, or course of study. Some variables are more complex, such as socioeconomic status, academic achievement, or attitude toward school. Also, variables may include an aspect of the educational system, like specific teaching method or counselling program.

Personal Variables

Personal variables include teacher sex, age, experience and the records of their professional development. In connection with teacher sex, it has been put forward that teacher gender would not be significantly related to stress (Fimian, 1983).

There is a critical bond between teacher gender and teacher stress, as the female teachers experience more stress than males. Nevertheless, owing to the small magnitude of the index and the extremely large sample size, this relationship is probably due more to the sensitivity of the analyses than to events actually occurring in the real world. With this respect, it is clear that teacher gender bears little actual relationship to teacher stress levels.

Teacher age has been found to be negatively connected to only a limited degree with teacher burnout, and the same relationship was projected between age and teacher stress; it was originally assumed that teacher age would be only somewhat related to stress levels (Fimian, 1983).

As per the previous investigations, there is an extremely weak, yet steady, negative correlation between teacher burnout and age; the older the teacher got, the less burnout was experienced and reported (Crane, 1981; Schwab, 1980). Using Pearson r analyses to correlate cross-age samples" (total n = 3,335) Total Stress Scores, a coefficient of -.09 (p = .001) resulted. As per this finding, it is evident that there is a very small but vital relationship between teacher age and teacher stress, with younger teachers experiencing more stress as compared to older teachers. However, in the case of teacher sex, though, and due to the small magnitude of the coefficient and the extremely large sample size, this relationship may be due more to the sensitivity of the analysis than to events that occur to different-aged teachers. Thus, it is apparent that teacher age bears only a limited relationship to teacher stress levels.

Content Variables

Studies revealed that students with immense content knowledge which is not organized into meaningful or consequential patterns are very much prone to forget

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what they have learned and are incapable to apply the knowledge to new problems or unfamiliar contexts (Haidar, 1997). Hence, it is important to develop content in an equitable and rightful manner. A proper and well-designed curriculum for understanding provides ample opportunity for students to apply their knowledge in a range of contexts and conditions.

A well-made curriculum and content helps students transfer their learning to new situations and also prepares them for future learning (Bransford and Schwartz, 2000). Also, there is a need of a rearrangement of instructional time to provide frequent opportunities to students to apply what they learn in multiple contexts. In-depth learning is important and an appropriate time should be given to decide what is worthy knowledge. Hence, the curriculum should be clear and also boasts of the appropriate balance between breadth and depth of coverage in regard with student learning outcomes.

Strategies variable

Study skills (or study strategies) are specific plans students use to improve their understanding of a lesson. A student's academic achievement largely depends on their study skills. Therefore, educators should spend time developing student's study skills.

Situational variables

These extraneous variables are related to things in the environment that may impact how each student responds. For example, if a student is taking a test in a chilly room, the temperature would be considered an extraneous variable. Some students may not be affected by the cold, but others might be distracted or annoyed by the temperature of the room.

Check Your Progress

8. What are personal variables?
9. What do you understand by situational variables?

14.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Conceptualizing means arriving at unified set of variables.
2. Six stages of studying philosophy in the Indian system are:
    - *Padartha*
    - *Pramana*
    - *Vada*
    - *Atma*

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- *Shrishti Prakriya*
- *Moksha*

3. Guru Arjun Dev visualized 'Guru' as the one who can lead the disciples on the path of reality.
4. In views of the Sikh Gurus, a teacher should provide insight to his pupils to awaken their consicence, so that they are in a position to discriminate between *Paap* and *Punya*.
5. In India, 11 November is celebrated as National Education Day.
6. B. K. Pal found through his research that female teachers were more adjusted in the teaching profession.
7. D. T. Reddy conducted a critical study of the professional pleasure in relation to creativity and change proneness among secondary school teachers.
8. Personal variables include teacher sex, age, experience and the records of their professional development. In connection with teacher sex, it has been put forward that teacher gender would not be significantly related to stress.
9. Situational variables are extraneous variables which are related to things in the environment that may impact how each student responds. For example, if a student is taking a test in a chilly room, the temperature would be considered an extraneous variable. Some students may not be affected by the cold, but others might be distracted or annoyed by the temperature of the room.

14.6 SUMMARY

- Conceptualizing may not entail verification since many paradigms are imaginary in nature.
- When there is dissatisfaction with the present practices in teacher education, changes may be needed in the structure as well as the processes of teacher education.
- During the seventies, research in teacher education were mainly in areas, such as selection criteria, qualities and abilities of a teacher, pre and in-service training of teachers, work load, job expectations, procedures and practices of teacher education in India and personality variables of teachers.
- The studies on outcome of teacher education include two types of variables—direct outcome of teacher education.
- The process of cultural borrowing greatly influences the structure and conduct of teacher education as well as the substance and design of the research.

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- In the milieu of 'Sarva Shiksha Abhiyan', in respect to elementary education, universalization of Secondary Education and further strengthening of higher secondary education, teacher education needs to be strengthened.
- Out of the four independent variables—teaching aptitude, language ability, general mental ability and social sensitivity—teaching aptitude and language ability have been found to be contributing most to educational competency.
- Undoubtedly, our system of studying philosophy is good to understand the inclusive nature of specific philosophy, but it prevails only in the traditional system of philosophical practice.
- In the views of the Sikh Gurus, it is essential that there should be overall development of man encompassing mental, intellectual, moral and spiritual horizons.
- Scientific attitude, gender equality, national integration, respect for all religions, cleanliness, humility, sensitivity, punctuality, dignity of labor, patriotism are some of the values identified and confirmed from preaching of *Gramgeetha*.
- The diverse philosophy of all the philosophers should be the basis of education.
- From'Escola Normal' during the Portuguese Goa (1841-1961) to the proposal for Teacher Education in 2008, India is an eyewitness to a large range of teacher education programs.
- In 2011, Parviz Mohammad Salahi Azami conducted a comparative study 'Education in India and Iran' with a reference to the period between 1565 and 1665 and found that the aim of primary education was to teach alphabets and religious prayers.
- Some studies on Applied Psychology have been found to have desirable results in various areas of guidance and counseling.
- There are wide differences between the laboratory conditions of teacher education institutions and field conditions.
- Researches have demonstrated the effectiveness of various models of teaching such as CAM, ITM, and AOM. Education programmes for enhancing emotional intelligence of student-teachers have been found to be successful in terms of raising the EQ levels.

  The findings of several studies have confirmed that the teachers have problems of mental health, job satisfaction and job stress.
- K. S. Shakunthala (Bangalore University, 2001) conducted a study of the adjustment of Secondary School Teachers in relation to their Teaching Competency, Emotional Maturity and Mental Health.

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- S. Kher (DAVV, 1999) conducted case study of Need Based Programs for Pre-Primary Teacher Education. A. K. Shrivastava (B. R. Ambedkar University, 1999) conducted a comparative study of the effect of training on Teaching Attitude and Self-concept of various types of trainees under DIET programme.
- There has not been much headway in research since the researchers face a number of problems. More research is needed in the area of teacher education to be able to make qualitative improvement. Problems of research are both intrinsic and extrinsic to the researcher.
- There are more of quantitative studies than qualitative. The studies are scattered and unlinked. There is lack of continuity, cumulativeness and synthesis. Most of the studies are descriptive rather than preventive and ameliorative. There is a mixed scenario of Research in Education.
- Variables are the key element of all research project. It is the attribute or element of an individual group, educational system, or the environment that is relevant in a research study. Variables can be measured easily, such as gender, age, or course of study.
- Personal variables include teacher sex, age, experience and the records of their professional development. In connection with teacher sex, it has been put forward that teacher gender would not be significantly related to stress (Fimian, 1983).
- Studies revealed that students with immense content knowledge which is not organized into meaningful or consequential patterns are very much prone to forget what they have learned and are incapable to apply the knowledge to new problems or unfamiliar contexts (Haidar, 1997).
- Study skills (or study strategies) are specific plans students use to improve their understanding of a lesson. A student's academic achievement largely depends on their study skills. Therefore, educators should spend time developing student's study skills.
- These extraneous variables are related to things in the environment that may impact how each student responds. For example, if a student is taking a test in a chilly room, the temperature would be considered an extraneous variable.

14.7 KEY WORDS

- **Paradigm:** It means a typical example or pattern of something.
- **Cumulativeness:** It refers to something increasing or growing by accumulation or successive additions.

- **Stipulated:** It means to demand or specify (a requirement), typically as part of a bargain or agreement.
- **Efficacy:** It means the ability to produce a desired or intended result.
- **Ameliorative:** It means to make or become better, more bearable, or more satisfactory.

14.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the two variables included in the studies on outcome of teacher education?
2. List the various studies that focus on the economics of education in India.
3. What are some of the studies that focus on job satisfaction of teachers and performance in India? Briefly illustrate some of the major points that these studies focus on.
4. Briefly mention about the six stages of Indian system of studying philosophy.
5. Write a brief note on Job Satisfaction of Teachers and Performance.
6. What is meant by historical foundations of teacher education in India?

Long-Answer Questions

1. Explain the philosophy of the Sikh Gurus regarding teaching and pedagogy.
2. Explain the sociological and psychological foundations of teacher education in India.
3. How do psycho-social factors impact teaching? Discuss with reference to some of the studies that have been conducted on this topic within India.
4. Analyse the future direction in the field of research necessary for teacher education.
5. List and explain some of the problems of research in teacher education.
6. What are some of the emerging issues in the field of education?

14.9 FURTHER READINGS

Priestley, Mark; Gert Biesta; Sarah Robinson. 2015. *Teacher Agency: An Ecological Approach*. New York: Bloomsbury.

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